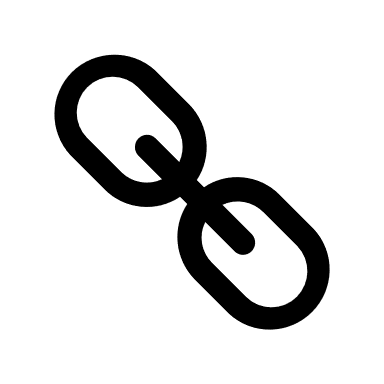
**GBV mainstreaming in CCCM**

**MODULE 13**

**Introduction**

This session focuses on the prevention and mitigation measures required for gender-based violence mainstreaming that have been embraced by the CCCM Cluster as a key part of its core values and principles. These prevention and mitigation measures are also part of the Cluster’s commitment to reducing risks and vulnerabilities. Gender-based violence is among the greatest protection challenges that individuals, families and communities face during humanitarian emergencies. CCCM actors (managers, coordinators and administrators) share the responsibility of ensuring the safety and security of affected populations during the entire life cycle of a camp.

This module could be used as a wrap-up to the entire training, recapping on the commitments that were made in each session, or as a stand-alone commitment to GBV mainstreaming.

 It is thematically linked to the sessions:

* **Module 2: Roles and responsibilities**
* **Module 4: Gender-based violence**
* **Module 7: Monitoring Protection Risks**

**Module at a glance:**

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| **Topic / Activities** | **Description** | **Time**  **(min)** | **Resources** |
| **1. Definition of mainstreaming** | Presentation on:   * Objectives * Mainstreaming definition and benefits | 15 | PPT |
| **2. Why do we mainstream?**  Activity 2 | Group work on:   * Answering questions about GBV mainstreaming | 30 | Flipcharts  Markers |
| **3. Mitigation and prevention in the camp life cycle**  Activity 3 | Group work on:   * Creating a skit about GBV mainstreaming activities | 45 | Paper, pens  Props (optional)  Print Annex 13.1 |
| **4. Creating the road map**  Activity 4 | Group work on:   * Action planning to address key GBV issues | 20 | Flipcharts  Markers |
| **5. Measuring progress**  Activity 5 | Group work on:   * Indicators to monitor GBV work | 20 | Flipcharts or blank paper |
| **Total Activity timeframe** | | **130 minutes** | |

**Contextualisation and adaptation tips**

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| **Activity** | **Adaptation tip** |
| **Activity 2** | This activity can be transformed into a session about other concepts or principles that can be mainstreamed if another topic is also relevant to the group. |

**Module Key Messages**

* Mainstreaming does not just take place in the assessment stage of program design, but **all phases of the camp life cycle**.
* There are **many advantages for mainstreaming** **in CCCM**, while the consequences of not mainstreaming can be detrimental to the camp population.
* Camp Managers, Coordinators, and Administrators need to be as informed as possible of the **resources and methodologies, guidelines and support** that exist to avoid GBV in camp settings.
* Protection in camps involves making **informed decisions concerning the prevention against risks**. Together with appropriate Protection partners, CMAs monitoring, referral and reporting of human rights violations with due regard for confidentiality, security, accountability, and response capacity.

1. **Definition of mainstreaming**

**Learning objective**

Set out a common understanding of the definition of mainstreaming.

**Preparation and Materials**

* Set up projector

**Duration:**  **15 min**

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| **Slide** | **Instructions** | |
| **Objectives** | * Share the objectives of the module. |
| **Mainstreaming defined** | * Ask participants what they understand by the term mainstreaming. Can they think of any examples that they are familiar with? Possible answers may include:   + Gender   + Disability   + Environment   + Child Protection   + HIV/AIDS   + … * UNHCR staff or agencies that have implemented their programs may also refer to the term PWSN (persons with special needs) or AGD (age, gender, diversity) mainstreaming. * Ask participants to share a few examples that they are familiar with or that are taking place in the training context. * State: a mainstreaming approach seeks to address problems in a certain context or contribute to a certain outcome without creating a new program sector for it. | |
| **Benefits of mainstreaming** | * Ask: What is the added value that camp management staff have in mainstreaming an activity? Possible answers could include:   + Protection staff and authorities like police have more ability to help in assisting people   + Camp managers are in the camp every day, while protection actors may only be able to visit occasionally (1 x week)   + Camp managers are uniquely placed to be operational, have access to all partners and have the trust of the camp population (they can do something about it)   + Most preventative actions are not so complicated   + Mainstreaming an activity would share accountability and responsibility with all, not just a particular group   + If something is not a separately funded project, it has less chance of getting dropped   + Costs are cheaper when shared between partners      * Underscore that in mainstreaming GBV into camp management, agencies aim to maximize their proximity to the displaced population as well as partners’ activities working in a particular context. | |
| **Key message** | **Recap on key message:** Mainstreaming does not just take place in the assessment stage of program design, but **all phases of the camp life cycle**.  ***Facilitator’s tip: Ask the participants to discuss the key message before changing slide from photo to message.*** | |

1. **Why do we mainstream?**

**Activity 2: *Answering questions***

**Learning Objective**

Identify the advantages of GBV mainstreaming in camps and camp-like settings.

**Preparation and Materials**

* Flipchart paper and markers for each small group

**Duration:**  **30 min**

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| **Slide** | **Instructions** |
| **Group work**  group work logo.png | * Divide plenary into small groups (3-5 people in each depending on the size of the training group). Assign a rapporteur to each group to write the answers of the group on a flipchart. The groups should discuss and answer:  1. What actions does GBV mainstreaming entail? 2. Who is responsible? 3. Why is it important? 4. What are the minimum measures I can commit to in this setting?  * Allow 10 minutes for small groups to answer these questions and then review their answers in plenary. * Explain that GBV mainstreaming is part of the CCCM strategic vision for the cluster, and will require collaboration and complementarity to fulfil as we will see during the course of the session. |
| **What is GBV mainstreaming?** | * Review the points made by participants on this flipchart sheet and emphasize any points on the slide that were not covered. * Protection mainstreaming is a core part of CCCM’s identity. See the notes on the slide for quotes on the mission of the Global CCCM Cluster, the core values and principles of the Global CCCM Cluster, and 4 high-level strategic objectives of the cluster. |
| **Who is responsible?** | * Review the points made by participants on this flipchart sheet and emphasize any points on the slide that were not covered. * State: While specific structures should be established and persons responsible appointed, the responsibility for implementing gender-based violence mainstreaming should be with the entire staff of public UN agencies, NGOs, civil society, government institutions, etc. under the leadership of the senior humanitarian actors. |
| **Why is it important?** | * Review the points made by participants on this flipchart sheet and emphasize any points on the slide that were not covered. * Remind participants: Pre-existing risks exist in every setting of the world, certain risks are specific to emergency contexts, and others are humanitarian-related. |
| **What are the minimum mitigation measures?** | * Review the points made by participants on this flipchart sheet and emphasize any points on the slide that were not covered. In particular, ask participants to provide specific examples of mitigation measures in the training context. * Remind participants that establishing referral pathways does not have to mean that the GBV AoR or protection actors set up specific SOPs, though this is ideal. Staff need to know what to do (or not to do) in an emergency. Ask for examples from the group. * Remember that service providers are not just from the humanitarian community or local authorities. The camp community also has resources—for example, is there a midwife in the camp population? An elder or leader who could assist in an emergency? How could you find out about these resources? * Recap on the theme of this session: Why is mainstreaming important in CCCM? |
| **Key message** | **Recap on key message:** There are **many advantages for mainstreaming** **in CCCM**, while the consequences of not mainstreaming can be detrimental to the camp population.  ***Facilitator’s tip: Ask the participants to discuss the key message before changing slide from photo to message.*** |

1. **Mitigation and prevention in the camp life cycle**

**Activity 3: *Camp life cycle skit***

**Learning Objective**

Review key mainstreaming activities that could take place in the three stages of the camp life cycle

**Preparation and Materials**

* Paper and pens
* Optional: props for the skits
* Optional: use the [IASC Guidelines for Integrating GBV Intervention in Humanitarian Action](https://gbvguidelines.org/wp/wp-content/uploads/2015/09/2015-IASC-Gender-based-Violence-Guidelines_lo-res.pdf) if participants need to research ideas of best practices
* Optional: use Annex 3.6: Case study trainer’s guidance from Module 3 if participants need suggested ideas of best practices

**Handouts**

* Annex 13.1: CCCM roles and responsibilities in protection mainstreaming

**Duration:**  **45 min**

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| **Slide** | **Instructions** |
| **Group work**  group work logo.png | * Divide participants into 3 groups: one representing camp set-up, another for care and maintenance, and the last for camp closure. * Once the groups are divided into their phase of camp life, explain the task. Inform them that they are now going to brainstorm to create a drama (theatre) or role play that illustrates a good practice of GBV mainstreaming for their stage of camp life. * NB! Groups that are less experienced may need more time to come up with these activities. See the trainer’s handout in the Roles and Responsibilities module or the IASC Mainstreaming Handbook for GBV (linked in the references section of this session plan) if they need more ideas. * Allow the groups 10 minutes to prepare their drama and their props. Each person in the group should take a role. Give each group 10 minutes to present their skit including as many ideas as they can for their phase. * Some examples of good practices might include:   + Camp planning and set-up (risk reduction):     - Confidential and non-stigmatising registration     - Safe sleeping areas, use of partitions for privacy     - Designated areas for women, adolescents, and children   + Care and Maintenance:     - Undertake frequent and regular checks on site security     - Create complaint and feedback mechanisms for community   + Camp closure     - Closely monitor GBV risks for returning/resettling/residual population     - Work with service providers to ensure that continued delivery of services (including for GBV survivors) who are exiting camps * Debrief the experience of the drama. Ask the groups to describe their experience in the role play. Ask: What does this tell us about GBV mainstreaming? * Distribute the handout (Annex 13.1) to further review CCCM roles and responsibilities in protection mainstreaming. Link back to the key messages and learning from other sessions on the stages of camp life, protection and roles and responsibilities. * Award a winner for the activity: the group who received the most applause or laughs from the audience. |
| **Key Messages** | **Recap on key messages**: Camp Managers, Coordinators, and Administrators need to be as informed as possible of the **resources and methodologies, guidelines and support** that exists to avoid GBV in camp settings.  Protection in camps involves making **informed decisions concerning the prevention against risks**. Together with appropriate Protection partners, CMAs monitoring, referral and reporting of human rights violations with due regard for confidentiality, security, accountability, and response capacity.  ***Facilitator’s tip:*** Ask the participants to discuss the key message before changing slide from photo to message. |

1. **Creating the road map**

**Activity 4: *Action planning***

**Learning Objective**

Pinpoint areas where camp stakeholders (CA, CC or CM) could prevent and respond to protection risks in the current operation (action planning).

**Preparation and Materials**

* Flipcharts and markers

**Duration:**  **20 min**

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| **Slide** | | **Instructions** |
| **CCCM core responsibilities** | | * Following the presentations from the last activity, allow the small groups to define a new team direction for their operational context. Ask them to look back at flipchart answers in question 4 activity 2 (“What are the minimum measures I can commit to in this setting?”) and prioritize main issues and identify possible prevention strategies to mitigate/eliminate the risks. * Have participants create a critical action plan to address and change one of the key issues above. Have them write out all steps for about 20 minutes. * Note that priorities will differ depending on the context. Example priorities that apply to all phases of camp life:   + Assessment, analysis and planning = conduct a context analysis, promote active participation, analyse the physical safety in and around the site as it relates to GBV   + Community participation = scale up activities that promote gender equity, work with communities to address practices that contribute to GBV   + Protection = confidential and appropriate systems of care, (i.e. referral pathways) for survivors (all for sectors)   + Monitoring = ensure that hotspots are immediately addressed through risk reduction strategies, lighting and security patrols from onset of camp set up, identify safe,   + Data collection and sharing = collect, analyse and report on data disaggregation by age and sex, ensure that CCCM programs share information about reports of GBV within the sector or with partners in the larger humanitarian community and comply with safety and ethical standards, observe data protection protocols   + Coordination = ensure that GBV risk reduction is a regular item on the agenda in all CCCM related coordination mechanisms   + Human Resources = Involve women as camp management staff, administrators, field workers. 50% of the CM staff should be women   + Staff learning = Ensure training of staff, including Code of Conduct, PSEA, PFA |
| **What are targeted actions?** | | * Use this slide as a backdrop for the groups sharing their goals. Ask groups to present their action plans in plenary. |
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1. **Measuring progress**

**Activity 5:**

**Learning Objective**

Discuss indicators that can be used to monitor success.

**Preparation and Materials**

* Flipchart paper
* Optional: add slides to the PowerPoint to introduce additional monitoring indicators

**Duration:**  **20 min**

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| **Slide** | **Instructions** |
| **What indicators can I use?** | * Explain that there are many ways to monitor (measure) if the GBV work of CCCM actors is going well. Present some of the examples on this slide. * Ask participants to reflect on their own setting. Ask each table or small group to take a particular sector (for example, WASH, Shelter, etc.) and to reflect if this sector could do more to improve their response to prevention and mitigation. * Ask for an example from each sector represented. * If helpful for the participants, add slides to the PPT here to introduce examples of monitoring indicators from other contexts in similar operational settings. * Explain that operational challenges will exist in every setting. The objective should be to work together with other actors to identify the priority areas for each setting. Ask if anyone would be willing to share what would be the priority area from their perspective. * Close the session by thanking participants for their dedication to mainstreaming in CCCM. |
| **Questions** | **Address any questions or comments** |
| **END OF MODULE** | |