

APPENDIX B | SGBV Disclosure: Sample Training Module

As part of a full staff training on SGBV, trainers should specifically address disclosure considerations and techniques. With reception centers and shelters especially, everyone from security guards to cooks to administrative staff should be able to signal receptivity to SGBV disclosure and be equipped to respond sensitively.

Researchers recommend designing a training module that uses role play, scenario analysis in small group discussions, or worksheets depicting disclosure scenarios in comic form. The purpose of these activities is to generate a discussion on how staff can create an enabling environment for SGBV disclosure, without necessarily probing for disclosure via direct questioning. After discussion, training participants jointly generate a list of Do's and Don'ts for enabling disclosure, to serve as the basis for a common framework on creating an enabling environment for disclosure within the organization. A sample list of Do's and Don'ts is included in *Appendix C* of this report.

The following scenario will serve as an example for use and development in the three different proposed activities for full staff training on enabling SGBV disclosure: (1) full group role play, (2) small group discussion, and (3) individual visual worksheet.

Sample Scenario:

A young Mam Mayan woman from the Guatemalan highlands arrives at a shelter just over the border with Mexico with her two children. At the gate, the security guard ushers her in and asks her to sign in on a form. A volunteer approaches her to inform her there will be a group shelter orientation session at 4pm (5 hours from now), and asks her to wait in the intake room for now so that a staff member can talk to her. In the intake room with her children, the woman notices posters on the wall with pictures of people running and looking scared, but she is illiterate and cannot read the captions. She also notices pamphlets with images of children on the table. After twenty minutes of waiting in the intake room, a male staff member enters.

Option 1: Full group role play

In this option, the trainer facilitates a full group role play based on the background scenario presented above. Participants will act out the next scene (intake scene with male staff member) as they think it should be done to best create a supportive, enabling environment that could facilitate SGBV disclosure.

Instructions:

1. Facilitator passes out the written scenario to every participant.
2. Once read, facilitator explains how the role play will work. Four people will act out the scene. Observers then call out "freeze" when they want to pause the scene and someone else wants to jump in to replace one of participants. Scene continues for 10-15 minutes.
3. Facilitator starts by playing the young woman, and asks for volunteers to play the male staff member and the woman's two children.
4. Act out an intake scene, with participants switching in and out as they choose.
5. Once scene is finished, facilitator leads large group discussion. Questions posed can include:
 - a. What did the staff member do or say that contributed to creating an enabling environment?
 - b. What could the staff member have done differently to create a more enabling environment?
 - c. Based on the scenario background, what could other shelter staff have done differently? What steps could the organization itself take to create a more enabling environment?

Option 2: Small group discussion

In this option, the facilitator passes out a piece of paper with the original scenario on it plus the continuation of the intake scene, as described below. Participants read the longer scenario and then break up into groups of 2-3 to answer questions.

Scenario, continued:

The staff member asks the young woman if she is comfortable in the room. She nods, and he sits down across from her. The staff member introduces himself, quickly explains to the woman the rules of the shelter and tells her that he needs to ask her a few questions for the purposes of ensuring her own and other residents' safety. She nods again, but the staff member senses she did not fully understand him. He asks her which language she is most comfortable speaking, listing options based on languages spoken by other staff members at the shelter. She nods when he offers Mam, and states she is from Huehuetenango. The staff member smiles, gets up and says he will be right back. He returns 10 minutes later with a female staff member who greets the young woman and her children in Mam when she enters the room.

Sample discussion questions:

1. What elements of the story **contributed** to creating an enabling environment for SGBV disclosure?
2. What elements of the story **detracted** from creating an enabling environment for SGBV disclosure?
3. What steps could the personnel involved in the scenario take on an **individual level** to create a more enabling environment for SGBV disclosure? What steps could the organization take on an **operational level** to create a more enabling environment for SGBV disclosure?

Sample responses:

1. Elements that **contributed** to creating an enabling environment (non-exhaustive):

- Volunteer present to direct woman to intake room and inform her of later welcome session.
- Existence of a separate, private space to talk one on one.
- Staff (guard, volunteer) present at the shelter to usher her in and inform her of what to expect.
- Informational material on displacement and different population groups (eg, girls, boys) present in the intake room.
- Male staff member asks her if she is comfortable.
- Male staff member attuned to young woman's reactions and senses when she doesn't understand.
- Male staff member offers to conduct intake in another language in which she is more comfortable.
- Presence of diverse staff at shelter, with personnel that speaks other languages common amongst refugees and migrants.
- Staff of different genders present at shelter (male, female).
- Female staff greets both the woman and her children in her native language when she enters the room before doing or saying anything else.

2. Elements that **detracted** from creating an enabling environment (non-exhaustive):

- Security guard did not greet woman and her children when they arrived.
- Residents needing to sign themselves in at the entrance doesn't account for possibility of illiteracy.
- Volunteer who approached woman and her children did not greet her or ask if they needed anything right away, such as water, food, rest.
- Long wait in the intake room with no explanation of what to expect.
- Text-heavy materials not helpful in cases of low literacy.
- Male staff member did not greet children or ask if they needed anything before launching in to explanation.
- Male staff member explained rules of the shelter before asking her how she was, what she needed, etc.
- Male staff member did not ask if woman wanted to speak with or without her children in the room, as she may not feel comfortable talking about violence with them present.
- Staff member did not ask for woman's consent to speak to her and ask questions right in that moment and did not offer an alternate time for speaking if she first needed rest.
- Male staff member did not inform her that he was going to find another staff member to bring back to the intake room.
- Male staff member did not ask her if she preferred speaking with a female or male staff member.

Option 3: Individual visual worksheet

In this option, each participant is given a sheet of paper with the pieces of the longer scenario described above drawn out, as in a comic book. After looking at the images, each participant writes the following on the worksheet:

1. Write a check mark next to or on top of the elements of the scene that help enable SGBV disclosure.
2. Write an “X” over elements of the scene that may discourage SGBV disclosure.
3. Draw in any other physical objects or write in any brief lines of dialogue that could help create a more enabling environment for SGBV disclosure.

Once completed, the facilitator leads a large group discussion where participants share their thoughts on the scene and how they marked it up. Possible discussion questions include:

1. What did you put a check mark next to in the scene? Why?
2. What did you cross out? Why?
3. What did you add? Why?

Suggested images that could be drawn in each panel are described below.

Panel 1:

Woman arrives at a shelter gate with two children. Security guard is opening the gate and ushering her in, looking towards a small booth at the entrance with a sign-in sheet. Speech bubble above guard says, “Please sign in.”

Panel 2:

Woman standing at sign-in booth with children behind her. She is holding a pen, hovering over the paper, but is looking anxiously over her shoulder.

Panel 3:

Woman standing on the other side of the entrance gate, after signing in. Volunteer is walking up to her. Speech bubble above volunteer says, “Please wait in the intake room. We will have a welcome session later today at 4pm.”

Panel 4:

Woman sitting in intake room with her two children, alone, and looking up at the clock on the wall. There are posters on the walls as well, one with an image of someone running away looking scared, and lots of text around it. A brochure on the table depicts a child and similarly has a lot of text. The woman’s children are sitting in the corner on the floor, looking anxious but also a little bored.

Panel 5:

A male staff member is sitting across from the young woman at the table and smiling. The door to the intake room is left open. Speech bubble above his head says, “Hi, my name is Juan, it is nice to meet you. Are you comfortable sitting here?”