





# **Facilitator's Guide**

Reporting on

# **Gender-Based Violence**

in the Syria Crisis



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# Terms and Abbreviations

<b>GBV</b>	Gender-Based Violence
<b>NGO</b>	Non-Government Organisation
<b>RHRC</b>	Reproductive Health Response in Conflict Consortium (formerly known as Reproductive Health for Refugees Consortium)
<b>SGBV</b>	Sexual and Gender-Based Violence
<b>SOV</b>	Survivor of Violence
<b>STI</b>	Sexually Transmitted Infection
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>VAW</b>	Violence Against Women
<b>VOV</b>	Victim Of Violence

The phrases 'displaced communities' and 'populations affected by armed conflict' refer to refugees, internally displaced persons and returnees. These persons may be living in established camps or settlements, or they may be dispersed in urban or rural settings.



# Foreword

Five years on, the Syria Crisis shockwaves still reverberate across an already volatile region. Syrian women bear the full hardship of this open-ended conflict, as they pay the price of social stigma and displacement inside the country and in the five neighbouring countries, which are now home to more than four million refugees. Almost always, they are affected by gender-based violence, which tends to increase in times of duress as familial bonds weaken as a result of forced migration and displacement.

Roughly 13.5 million people are affected by the Humanitarian crisis: almost half of Syria's population. This alarming number includes five million women of reproductive health and half a million pregnant women, according to UNFPA estimates released in December 2015. Battered women in war zones pay the price twice: incurring physical and physiological scars in addition to suffering the impact of social stigma in ultra-conservative societies.

In Jordan, a report by the United Nations Children's Fund revealed that nearly one in three marriages among Syrian refugees involved a person under 18. In Iraq's Kurdistan, a report by UN Women underlined that one in every five Syrian women received cash offers in return for sexual services.

Child marriage, early pregnancy, exploitation and high mortality rates inevitably attract the attention of journalists looking for news stories. This training course offers journalists knowledge, skills and tools to guide them in producing balanced, socially sensitive and non-provocative reports on gender-based violence.

While the media have a major role to play in tackling all types of violence, both traditional and new media in the Arab region continue to perpetuate stereotypes and generalisations about gender-based violence. Ethically flawed, unprofessional, and biased reporting can add to women's suffering inside their country and in refugee camps across the region.

In their pursuit of sensational news stories, journalists may smear the survivors' reputations or even jeopardise their lives, instead of highlighting their plight in a professional and responsible manner. Moreover, some journalists sometimes fail to link gender-based violence to human rights issues, gender equality, social norms and societal development. Unfortunately, this type of reporting does not encourage a deeper understanding of the best ways of addressing it. UNFPA aims to build the knowledge and skills of journalists on issues relating to gender-based violence in Syria and neighbouring countries.



# Overview of Training Curriculum

The curriculum in this training manual enables you, the trainer, to conduct a three-day training workshop. If need be, the curriculum may be condensed into a two-day workshop. first part of the curriculum begins with training and group discussion about basic concepts and principles that will help participants develop a clear understanding of the meaning of the term 'gender-based violence'. The programme continues with detailed information about the consequences of gender-based violence and the survivor support services needed. You will also cover the causes and contributing factors, shining a light on prevention and how best to develop effective prevention strategies. The second part of the curriculum focuses on the ethical principles of reporting on gender-based violence, what to do and what to avoid. It also includes tips for the journalists to consider during the interview and when report on gender-based violence related issue.



# Acknowledgements

Facilitator's Guide For Media Reporting on Gender-Based Violence

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UNFPA delivering a world where every pregnancy is wanted every childbirth is safe and every young person's potential is fulfilled

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# Workshop Purposes

The purpose of the training workshop in this manual is to improve the skills of media professionals and communication officers in reporting gender-based violence in humanitarian crisis settings; to enhance the quality of reporting by instilling ethical principles; and to increase awareness among the general population and decision makers of the importance of gender-based violence as a health and human rights problem, and its common occurrence.



## Overall Objective

### **By the end of the workshop, participants will be able to:**

- Define and describe gender-based violence in its humanitarian context; and recognise the consequences of gender-based violence on women and girls, family members and the wider community
- Identify specific types of gender-based violence, as well as their root causes and contributing factors, by focusing in particular on the humanitarian crises in Syria and Iraq
- Apply the recommended ethical standards for reporting on issues related to the prevention of and appropriate response to gender-based violence
- Identify new angles for reporting on gender-based violence, by focusing on the issue from a number of broader perspectives including human and women's rights
- Acquire essential techniques for conducting interviews with women and girls, including gender-based violence survivors, based on international standards and UNFPA guidelines
- Develop responsible material by following the nine ethical principles of reporting on gender-based violence.



# Planning a Workshop

## Trainer Qualifications

It is recommended that there be two trainers working as co-facilitators. It is also strongly suggested that you both be knowledgeable about gender-based violence/human rights and the intricacies of its reporting these issues in the media. You should also be knowledgeable about the specific gender-based violence situation at the country level (region) where the workshop will be conducted. Trainers should likewise understand the level of sensitivity of this issue at all levels (culture, politics, religion etc.) and the scope and nature of gender-based violence globally. You should be familiar with the tradition, culture and the language in the country where the workshop will be conducted. You should also be up-to-date with the recent and relevant media materials published, broadcast or posted in the region.

## Participant Selection

The target audience of this training is media professionals, especially mid-career professionals with the following background:

- More than three years of experience in a print, online or audio-visual media outlet at a country or regional level
- Interest and experience in gender-based violence OR human rights related topics
- A year's experience in covering gender-based violence or human rights issues in the Syria crisis
- Employee or freelancer with a national or international media outlet
- The optimal number of participants in a workshop is 15- 20 participants.

## Participant Materials

All handouts or briefing materials should be prepared and printed before the training for distribution to the participants. Additionally, any books relevant to the subject should be made available before the training.

## Training Methods

You will use a variety of training methods in each of the modules. These include small group work, brainstorming, case studies, role play, games and expert panel interviews. You should take care to avoid lengthy lectures or large group discussions, always remembering that most individuals learn best through engaging methods, including videos, interactive discussions and Powerpoint presentations.

## Venue, Environment and Training Room Layout

Trainers should take particular care in selecting a venue for the workshop. The space needs to be roomy enough to conduct different exercises and role plays. Other facilities e.g. multimedia screens, electricity connections, internet access, laptops, flip charts, writing pads and pens must be available in the room. A hospitality suite at a hotel or conference centre is more effective for teambuilding, but may not be possible due to funding considerations.

You should take particular interest in developing a friendly environment where two-way communication with participants is established from the very start of the training.

Participants should sit in a semi-circle or horseshoe shape, preferably at tables, facing one another.

## Workshop Agenda

Trainers will need to develop a workshop agenda, based on the number of training days. A sample is shared at Annex 1 which will help you develop a suitable agenda for each training. Each module builds on the next, and they are intended to go in order (Module 1, 2 and 3). A three day workshop is recommended. But if there are time constraints then the entire curriculum can be completed within two days by shortening certain sessions.



## Module Layout

Each module begins with an overview of its aims and the length of time needed to complete them. Times throughout the modules are estimated and can be shortened or lengthened depending on your preference.

Within each module, there are a number of individual sessions. Each session begins with information about the purpose, objectives, preparation and timing. The procedure for each session is laid out step by step, with discussion points.

## Notes to Trainers

In addition to the trainer yourselves, support staff are required for a multi-day training workshop because participants will have many logistical needs and questions throughout the workshop. The support staff will make it easier for you to focus on running the workshop itself.

If funding constraints do not allow for extra staff, then you should involve participants in helping with logistics. One idea is to for two volunteers each day to serve as the 'host team'. They will then answer questions from participants and communicate any questions or problems they cannot answer to you during a suitable break.

*(Source: Training Manual Facilitator's Guide Interagency & Multisectoral Prevention and Response to Gender-based Violence in Populations Affected by Armed Conflict 2004).*



# Guide For Trainers







# Module 1:

## Guide for trainers

### Total Time

120 -180 minute, depending on the size of the group and total length of workshop

### Overview

The nature of the opening sessions and your style in introducing these first sessions will set the tone and climate for the whole workshop. Participants will learn something about each other and yourself, and will begin to form trust in you.

### Sessions Goals

- To become acquainted with each other
- To begin developing trust in the trainers
- To set the climate for the entire workshop
- To clarify the workshop plan, including schedule and agenda.

## Session 1.1: Opening Remarks

Session type



Panel discussion

Time

10-15  
minutes

### Overview

Official welcoming to the session by the organisers and trainers

### Objectives

To introduce the participants to the rationale behind organising the workshop  
To brief them about the vision and way forward

### Preparation

Prepare talking points for the main speakers (if needed)  
See 'Guide for Trainers'

### Materials

None

### Procedure

Begin the workshop by greeting participants. Introduce yourself and any other workshop staff working with you. If the workshop is being hosted by an organisation, someone from that organisation should make a few remarks to open the workshop and welcome participants.

## Session 1.2: Introductions of participants

Session type



Activity

Time

15-60  
minutes

### Overview

This is a quick and fun way to introduce participants to each other, and break the ice between strangers. It will set the stage for a fun-filled workshop

### Objectives

To break the ice by sharing relevant facts about participants' experiences. This early interaction will help you to initiate participatory sessions that draw from participant experiences

### Preparation

Provide guidance on a flip chart, such as suitable questions that participants can ask one another

### Materials

Flip chart with markers.  
Coloured cards and candies.

### Procedure

- Prepare a basket with pairs of different objects e.g. candies, chocolates and cards
- Ask every participant to randomly pick one thing from the basket
- Divide the group into pairs who have the picked the same object e.g. participant 'A' and 'D' will be paired if they both have a chocolate
- Ask the pairs to find out the following information from each other:
  - Name
  - Where they work
  - Experience with gender-based violence reporting, if any

- Whether they see themselves as a social advocate as well as a journalist
  - How their work can help gender-based violence survivors and communicate their plight to wider audiences
  - What their favourite food is?
- After 20 minutes, ask the pairs to briefly introduce each other to the larger group. As participants are introduced, note any similarities in experience or unique experiences
  - Colleagues and friends tend to sit next to each other. This 'comfort zone' will be disrupted by doing this exercise.

## Session 1.3: Pre-Training Evaluation

Session  
type



Activity

Time

10-15  
minutes

### Overview

This is your chance to understand the knowledge and experience of the participants on gender-based violence before starting the training itself

### Objectives

By learning the extent of their knowledge, you can set a baseline to compare with in the post-training evaluation

### Preparation

Print sufficient questionnaires and answer sheets (Annex 2 & 3)

### Materials

Print questionnaires and distribute them to all participants



## Procedure

- Print the questionnaire before the workshop begins, keeping in mind the course contents and the current situation of gender-based violence in the area where the training takes place
- Ask the participants to take 10 minutes to write down their answers to the questions
- Tell them that this exercise is simply to understand the level of their knowledge so you can measure how much they have learned by the end of the workshop
- Explain that there is no need to put their names on the answer sheets as this is not an examination to find out about their individual knowledge
- Collect the answer sheets, which you can then check through during a lunch break or at the end of the first day of training.



**Note:** You should carry out a similar evaluation at the end of the workshop to check how much the participants have learned.

## Session 1.4: Expectations

Session  
type



Discussion

Time

10-15  
minutes

### Overview

To avoid subsequent disappointment, you should take this opportunity to reassure participants that you will strive to meet their expectations, and to clarify any misunderstandings they may have about the workshop.

### Objectives

To learn about participant expectations for the workshop.  
To clarify any misunderstandings—and confront any expectations that may not be met during the workshop.

### Preparation

See 'Guide for Trainers'

### Materials

Red cards for worries and green cards for expectations, two flip charts, markers

## Procedure

- Prepare green and red cards that say 'Expectations' and 'Worries' respectively. Distribute one green and one red card to each participant
- Ask participants to take two minutes to write down two expectations they have for the workshop on the green cards and two worries on the red cards
- Ask them to paste both on the respective flip charts when finished
- Explain whether or not this workshop will address each of the shared expectations. If it will not, explain why and how interested participants can gain access to such knowledge. You can also address or reassure participants about any worries they have raised.

## Session 1.5: Agenda

Session  
type



Discussion

Time

10-15  
minutes

### Overview

This is to introduce participants to the main components of the agenda and expectations of each session

### Objectives

To introduce the participants to agenda and receive the comments of the participants at an early stage

### Preparation

Print out a sufficient quantity of the Annex 1: the agenda of the Training

### Materials

Workshop agenda



## Procedure

- Distribute the workshop agenda
- Review the daily schedule with the participants, making sure to note the overall themes for any given days, etc
- Explain how the workshop sessions will build upon the next to achieve the workshop objectives.

### Session 1.6: Ground Rules

Session  
type



Discussion

Time

10-15  
minutes

#### Overview

Agreements about expected behaviour during the workshop

#### Objectives

To make explicit the participants' norms about how team members will interact, thus preventing or reducing misunderstandings and disagreements

#### Preparation

See 'Guide for Trainers'

#### Materials

Flip charts and markers

## Procedure

- Explain that in order for the training to go well, participants are expected to follow certain rules
- Write on the flip chart the following list of rules and explain each one as you write it:
  - Turn off cell phones
  - Be punctual—start on time, end on time
  - Active inclusion of everyone through dialogue and discussion.
- Encourage the exchange of expertise, knowledge and skills by every participant. Ask participants to link examples to their own experiences and share lessons from their daily and professional life. In turn, you should try to direct the discussion based on the experiences of the participants
- Ask participants if there are any other rules they would like to suggest
- Discuss and agree
- Write these rules on the flip chart
- Post the final list of ground rules on the wall in the training room.

(Source: *Training Manual Facilitator's Guide Interagency & Multisectoral Prevention and Response to Gender-based Violence in Populations Affected by Armed Conflict 2004*).

## Session 1.7: Guest Speakers to Share their Experiences (Optional)

Session type  
  
Panel discussion

Time  
**20-30**  
minutes



This is an optional session and can be given depending on the availability of the speakers and the situation. If there are proposed speakers then it's up to the trainers and organisation to decide how best to proceed.

### Overview

Expand the horizons and range of thinking of participants by involving partners who play a role in gender-based violence prevention and response

### Objectives

To share experience about different topics such as gender-based violence roles and regulation in the country, gender-based violence prevention and response and life examples from the field.

### Preparation

Identify the speakers and introduce them to the objective of the workshop and the participants' profile

### Materials

To be determined by the speakers

## Procedure

- Invite different speakers to share their experiences:
  - A psychological/social worker, to share the consequences of reporting negatively on gender-based violence
  - An advocate/parliamentarian, familiar with the gender-based violence related laws in the country
  - A journalist who has experience in covering gender-based violence or related issues to discuss the importance of looking at gender-based violence 'through a wide lens' (ie to not focus only on survivors but ask who else is affected or involved)
  - A professional photographer to share techniques for taking ethical and high quality photos and videos of survivors
  - A Syrian refugee (volunteer) to share her experience of being a refugee.
- Give each speaker 5-10 minute to share their personal experience
- Open the floor for questions and answers.

## Session 1.8: Pre-Training Evaluation Post-Training Evaluation

Session  
type



Activity

Time

10-15  
minutes

### Overview

Assess the response to the training

### Objectives

To take any feedback from the participants  
To assess the overall quality and success of the training

### Preparation

Print sufficient questionnaires and answer sheets (Annex 6)

### Materials

Post-training questionnaire



## Procedure

- This should be done on the last day to conclude the training
- Distribute the questionnaire among the participants
- Use anonymous questionnaires so participants do not feel embarrassed about giving their feedback
- Ask participants to take 10 minutes to write down their answers to your questions
- Collect the questionnaires and check the participants' feedback.

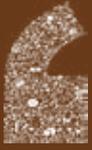




# Introduction to Gender-Based Violence







# Module 2:

## Introduction to Gender-Based Violence

### Total Time

90 minutes (plus 90 minutes for exercises)

### Overview

This module provides information that lays the foundation for the entire training programme. Step by step, each session builds participants' understanding of the key concepts and principles behind gender-based violence and violence against women.

This module also contains optional exercises and activities that strengthen the learning from the sessions and builds enthusiasm among participants.

### Sessions Goals

- To help participants understand and describe the key concepts and basic issues underpinning all forms of gender-based violence
- To increase participants' skills and attitudes, and to discuss the key concepts in ways that can be well understood by the community and general public.

### Key Learning Points

- The difference between sex and gender
- Defining gender-based violence, its dimensions and consequences
- That acts of gender-based violence are violations of fundamental human rights
- Key terminologies and their importance
- Scale of the problem.

### Additional Training Notes

This module contains basic information that some participants may already know. This prior knowledge allows this module to be highly participatory, with much of the teaching coming from participants themselves. Many participants have probably studied some of the concepts and topics in this module. Very few, if any, will have considered the concepts together in this way to form an understanding of the meanings behind the words 'gender-based violence.'

The module contains a number of short sessions using mainly large group lecture and discussion.

To avoid participant boredom or confusion, be sure to keep the discussions lively. You should actively manage dialogue to maximise participation.

*(Source: Training Manual Facilitator's Guide Interagency & Multisectoral Prevention and Response to Gender-based Violence in Populations Affected by Armed Conflict 2004).*

## Session 2.1: Sex vs. Gender: What is the Difference?

Session  
type



Discussion

Time

55

minutes

### Overview

This is a brief review of the concept of 'gender,' which has a different meaning to the word 'sex.' This session is designed for participants who have had prior gender training

### Objectives

To understand the different meanings of the words 'sex' and 'gender'.  
To explore social and cultural expectations for males and females, and illustrate the difference between those based on sex and those based on gender.  
To reinforce the meaning of gender.

### Preparation

See 'Key Discussion Points' below

### Materials

Flip charts and markers

## Additional Training Notes

Participants' understanding of the concept of gender is essential for all the remaining modules in this training manual. The session as written here includes only one quick exercise at the end to verify and reinforce participants' knowledge of the difference between sex and gender. This will not be a sufficient discussion and analysis for participants who are learning about gender for the first time in this workshop.

You must determine whether your training group needs or could benefit from additional exercises for further analysis of the concept of gender. (See User's Guide for discussion of pre-workshop activities to help you determine knowledge and experience of participants in advance of the workshop.) An excellent gender training resource is the Oxfam Gender Training Manual. The Oxfam manual contains many training exercises with clear instructions for trainers. You can select activities and exercises most appropriate for your training group.

## Procedure 1 (20 minutes)

Explain to participants that you want to determine everyone's understanding about the difference between sex and gender. Read a few of the following examples (or write your own statements) and ask participants to indicate whether the statement is based on sex (S) or gender (G)

- Women give birth to babies, men don't (S)
- Little girls are gentle, boys are tough (G)
- Women can breastfeed babies, men can bottle-feed babies (S)
- Most building-site workers in Jordan are men (G)
- Men's voices break at puberty, women's do not (S)
- According to United Nations statistics, women do 67 percent of the world's work, yet their earnings for it amount to only 10 percent of the world's income (G).

## Procedure 2 (20 minutes)

- On the flip chart, write the word 'sex' on the left-hand side and 'gender' on the right-hand side
- Ask participants to explain the meaning of these two words. Write their responses under the appropriate heading
- Ask what the two words mean in their mother tongue
- Ask them about their cultural beliefs in regard to sex and gender
- Explain the definitions of sex and gender, including the key discussion points below
- Write on another blank flipchart 'social/cultural expectations' and divide the sheet into two columns: one for men/boys and one for women/girls  
Ask participants to tell you some social/cultural expectations for women and girls
- For each expectation noted, discuss with participants if this expectation is based on sex or gender. For example, the expectation for women to have children is based on sex but the expectation for women to do the cooking for a family is based on gender.

## Key Discussion Points

- Sex
  - Refers to the physical/biological differences between males and females
  - Determined by biology
  - Does not change (without surgical intervention).
- Gender
  - Refers to the social differences between males and females
  - Determined by social factors—history, culture, tradition, societal norms, religion
  - 'Gender' in any given society involves the socialisation for boys and girls, men and women that determines roles, responsibilities, opportunities, privileges, limitations, and expectations different in different culture
  - Gender definitions can change.

Gender is a neutral term, good nor bad, neither right nor wrong.

For some, the word 'gender' has become associated with women's issues and women's programmes, and feminism. Others go further, believing gender has become a negative word that implies exclusion or hatred of men. On the contrary, 'gender' refers to the socially described roles of men and women.

The term 'gender' is widely used in humanitarian aid programmes.

Gender is an English word and the meaning has changed over time. Twenty years ago, 'gender' had the same definition as 'sex.' The word does not translate easily into other languages. For each language, we must find a way to describe the concept of gender in ways that can be understood, not simply use the English word 'gender.' In our setup we need to find suitable words for gender and sex in Arabic or Kurdish.

It is useful to ask a few participants to translate 'sex' and 'gender' into their local languages. Try to get the group to agree to use these translated definitions when talking about gender. Emphasise that inserting the English word 'gender' into discussions in other languages is not an effective way to teach the concept of gender.

## Session 2.2: Defining Gender-Based Violence, its Forms and Consequences

Session type



Discussion

Time

20 minutes

### Overview

This session gives the definition and basic meanings of gender-based violence to enable participants to clearly understand this term.

### Objectives

To enable participants to understand the basic concepts of gender-based violence, its forms and consequences.

### Preparation

It may be useful to prepare handouts with clear definitions of gender-based violence and other terms.

Print sufficient quantity of the below 'Key Discussion Points'

### Materials

Flip charts and markers.  
Handout:  
Key Discussion Points



## Procedure

- Write the following questions on three flip charts
  - What is gender-based violence?
  - What are the different forms of gender-based violence?
  - What are the consequences of gender-based violence?
- Ask participants to answer and write their responses on the paper
- Discuss with the group and emphasise that the term gender-based violence exist to highlight the root crises of the problem of the violence, which is these socially ascribed gender roles that are imposed by society.

## Key Discussion Points

Gender-based violence is defined as 'any harmful act that is perpetrated against a person's will, and that is based on socially-ascribed (i.e. gender) differences between males and females.' (*Inter Agency Standing Committee Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action 2015*)

Gender based violence is also sometimes referred to **as sexual and gender based violence (SGBV)**.

Gender-based violence can be broadly defined into five categories: sexual violence, physical violence, emotional violence, economic violence and harmful traditional practices. Within these different categorisations there are many different types of violence:

- **Sexual violence** (rape, sexual assault, sexual harassment)
- **Physical violence** (hitting, slapping, beating)
- **Emotional violence** (psychological abuse)
- **Economic violence** (denial of resources)
- **Harmful traditional practices** (forced marriages, female genital mutilation).

**Consequences of gender-based violence** include serious, immediate and long-term impacts on the sexual, physical and psychological health of survivors.

Health consequences include unwanted pregnancies, complications from unsafe abortions, sexually transmitted infections including HIV, injuries, mental health and psychosocial effects (depression, anxiety, post-traumatic stress, suicide and death). Violence also affects children's survival, development and school participation.

Social consequences extend to families and communities. Families can also be stigmatised as a consequence of gender-based violence. For example, when children are born following a rape, or if family members choose to stand by a survivor, fellow members of their community may avoid them.

Economic consequences include the cost of public health and social welfare systems, and the reduced ability of many survivors to participate in social and economic life.

(World Health Organization, *Global and Regional Estimates of Violence against Women*, 2013. <http://bit.ly/1oTfGVG> ).

## Session 2.3: Human Rights

Session  
type



Discussion

Time

10

minutes

### Overview

All acts of gender-based violence are violations of fundamental human rights. This session briefly explores human rights in the context of gender-based violence, providing another insight that will help participants gain a clear understanding of the meaning of gender-based violence

### Objectives

To understand the relationship between human rights and gender-based violence.  
To understand gender-based violence as a human rights issue

### Preparation

None—OR—Among the participants in your training group, there may be a human rights worker or lawyer. Before this session, ask these participants to be prepared to give very short (2–3 minutes) informal information about human rights to the larger group during this session  
See ' Key Discussion Points'

### Materials

Flip charts and markers

## Procedure

- Write 'human rights' on the flip chart. Ask participants 'who in the world has human rights?' and write their responses on the paper. Then discuss the fact that everyone in the world has human rights
- Ask the respondents who or what grants human rights. Discuss the fact that nobody gives these rights to you because you have them automatically from birth
- Ask participants to write the importance of understanding human rights when reporting on gender-based violence
- Ask participants for examples of human rights and write their responses on the paper
- Ask how these concepts apply to refugees and internally displaced persons (IDPs)
- Discuss further.

## Key Discussion Points

Human rights are universal, inalienable, indivisible, interconnected and interdependent.

Everyone is entitled to all the rights and freedoms, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Prevention of and response to gender-based violence is directly linked to the protection of human rights.

Acts of gender-based violence violate a number of human rights principles enshrined in international human rights instruments. These include, amongst others:

- the right to life, liberty and security of person
- the right to the highest attainable standard of physical and mental health
- the right to freedom from torture or cruel, inhuman, or degrading treatment or punishment
- the right to freedom of opinion and expression, to education, to social security and to personal development.

For journalists, covering human rights may be intimidating. However, principles of human rights are indivisible. They apply to all of us and they are useful for any journalist writing about international affairs and in reporting gender-based violence. International news organisations are more likely to commission items from journalists covering the Syria crisis if there is evidence of international human rights being violated.

Although the concept of international human rights has its critics, as does the United Nations itself, the majority of its principles, such as the right to life and liberty, are globally and universally accepted.

(UNFPA: *Reporting on gender-based violence in the Syria Crisis - A JOURNALIST'S HANDBOOK 2014*).

## Session 2.4: Key Terminologies and their Importance

Session type



Activity

Time

30

minutes

### Overview

This session is an opportunity to brief the participants on key terminologies and the importance of their proper usage

### Objectives

To identify and define the most appropriate terms that are often used to describe gender-based violence  
To understand that the variance in terminologies used by different organisations is an illustration of the wide range of issues involved in understanding and addressing violence against women and girls

### Preparation

Copy Handout 1- Key terminologies and their importance  
Prepare cards with the definitions/explanations of gender-based violence related terms

### Materials

Flip charts and markers.  
Handout 4  
Cards with the definitions/explanations of gender-based violence related terms

## Procedure

- Divide the participants into three groups
- Randomly distribute among the participants cards with the definitions/explanations of the following terms
- Then write down the same terms on the flip chart:
  - Child sexual abuse
  - Coercion
  - Female genital cutting/mutilation (FGM)
  - Internally displaced person (IDP)
  - Intimate partner violence (IPV)
  - Perpetrator
  - Psychological / emotional abuse
  - Rape
  - Refugee
  - Sexual exploitation
  - Sexual violence
  - Survivor/victim.
- Give 10 minutes to every group to discuss the explanation on the cards and decide the right terminology related to their cards
- Ask participants to come up one by one and pin their cards to the corresponding term
- Check their scores
- Give them Handouts 1 which will have the correct terms and definitions  
*(Adapted from the Gender-Based Violence Information Management System glossary).*
- Discuss the terminology as a group.



## Key Discussion Points

Different humanitarian activists use different terms and phrases in their policies, guidelines and programming. Sometimes the range of this terminology and what various terms mean, and/or how they are interpreted by different actors, can be confusing and misleading.

For journalists, it is important to know why they should be familiar with this terminology and how a word may change the meaning of the whole report or lead to a negative implication in the eyes of a judge or community. In certain cases, a single word can protect a perpetrator from punishment while another can make the life of an innocent woman unbearable.

Coverage of issues related to gender-based violence can be improved through the careful use of language. For example, it is common to refer to 'survivors' rather than 'victims' in most contexts, because this implies resilience the term victim is use if the person (survivor) has died.

The term 'honour killing' assigns a positive adjective to certain kinds of family murders, and is neither accurate nor impartial. While alternatives have been suggested (including 'family femicide', 'shame killings' and 'patriarchal killings'), none have yet replaced it. A common solution is to add a prefix, quotation marks or both (as in so-called 'honour killing').

The term gender-based violence is used throughout this manual. It includes domestic violence, sexual harassment, rape, sexual violence and child marriage.

Euphemistic terminology to describe acts of gender-based violence is often confusing and inaccurate. For example, 'He forced himself on her' is vague, and could be used to describe a wide range of assaults. The term 'rape' has a far more specific meaning, i.e., non-consensual penetration.

Ultimately, journalists will need to use language that their audience understands, and explain terms

that they may be unfamiliar with. It is considered good newsroom practice to agree on a style of words for certain key terms. Large media organisations have a style guide - sometimes as part of editorial/ producers' guidelines - to ensure conformity of language, and define a 'house style.' Such guides can serve as a valuable tool in improving output generally, and not just for defining words related to gender-based violence.

(Adopted from UNFPA: Reporting on gender-based violence in the Syria Crisis - A JOURNALIST'S HANDBOOK 2014).

## Session 2.5: Scope of the Problem

Session  
type



Discussion

Time

10-15

minutes

### Overview

This session builds from the previous session by reinforcing that gender-based violence is a serious, life threatening, global problem that requires well-considered intervention by all people. Giving participants a handout will enable them to read further after the session and share this information with others after the workshop.

This session also clarifies different misconceptions found in Syria and many other neighbouring countries.

### Objectives

To increase understanding that gender-based violence is a serious, life threatening, global problem a big problem in need of attention and intervention

To clarify the different misconceptions related to gender-based violence

### Preparation

Copy Handout 2, 3, 4, 5, 6 & 7: Scale of problem, facts, statistics and misconceptions about gender-based violence

### Materials

Handout 2, 3, 4, 5, 6 & 7



## Procedure

- Give participants the handouts and introduce the session by explaining that there are researchers all over the world trying to document the nature and extent of gender-based violence. Gender-based violence is a serious, life-threatening, global problem. The handouts includes facts and statistics from research as well as some popular sayings from various countries that illustrate some common attitudes that contribute to the problem
- Ask a few participants to read out loud the statements you selected for discussion. Discuss each statement before moving on to the next
- Close the discussion by asking participants if any of these statements are surprising to them. Encourage participants to read the entire handouts after the session and to share these handouts with others. Reinforce the idea that factual information is one way to address denial of the problem and break down barriers to doing something about it.

## Key Discussion Points

### a) Facts and Statistics

- See Handout 6
- Some participants will not want to believe the numbers are as high as they are. Assure the group that the research included here is sound research and the numbers, if anything, are probably low due to researchers' caution, and under reporting
- Some participants may see these high numbers and express hopelessness. Remind them that an important first step in making social change is to understand and believe that the problem exists. Knowing these numbers gives participants valuable tools for breaking down denial in their communities.



### b) Misconceptions

- See Handout 7
- What do these tell you about gender-based attitudes in Syria?
- Are there other misconceptions from Syria that are similar to those listed in the handout?







# Principles of Reporting Gender-Based Violence







# Module 3:

## Principles of Reporting Gender-Based Violence

### Total Time

300 minutes

### Overview

This module provides information on the principles of reporting on gender-based violence. Step by step, each session builds participants' understanding of the key concepts and principles of quality reporting on gender-based violence.

This module also contains optional exercises and activities that reinforce learning from the sessions and can be fun for participants.

### Sessions Goals

- To help participants understand and describe the key concepts and basic principles of reporting on gender-based violence
- To improve participants' ability to discuss the key concepts in a way that will be well understood by their community and by their fellow staff.

### Key Learning Points

- What are the ethical principles of reporting?
- How to do effective story building
- How to interview gender-based violence survivors (including guidelines and precautions)
- What are the common mistakes when reporting on gender-based violence?
- Gender-based violence data
- Use of images
- Usage of social media in gender-based violence reporting.

### Additional Training Notes

This module contains information on how best to report on survivor and human rights issues, through the lens of gender-based violence and in the context of the Syrian crisis. Some participants may already know this information. This prior knowledge allows this module to be highly participatory, with much of the teaching coming from participants themselves. Many participants have probably realised and already know the concepts and topics in this module. Very few, if any, will have considered the concepts together in this way to form an understanding of quality reporting on gender-based violence.

The module contains a number of short topics using mainly large group lecture and discussion. To avoid participant boredom or confusion, be sure to keep the discussions lively. You should actively manage dialogue to maximise participation.

## Session 3.I: Ethical Principles of Reporting

Session  
type



Activity

Time

30

minutes

### Overview

There are nine ethical principles of reporting. This session is designed to give an orientation to the participants on these principles

### Objectives

To understand the ethical principles of reporting  
To promote journalistic best practices  
To guide journalists on how best to report on gender-based violence in the Syria crisis

### Preparation

Flip chart and handouts  
Good and bad examples of videos related on gender-based violence in the Syria crisis  
See Notes to Facilitator below

### Materials

Flip chart and markers  
UNFPA Journalist handbook: Reporting on gender-based violence in the Syria crisis  
Multimedia screens, Data-show

## Notes to Facilitators

Gender-based violence is an umbrella term for any harmful act that is perpetrated against a person's will, and that is based on socially-ascribed (i.e., gender) differences between males and females.

Even for the most experienced and senior journalist, filing a story on gender-based violence is likely to be one of the most challenging assignments. This is particularly true when attempting to adopt a survivor-centered approach, i.e., putting the best interests of gender-based violence survivors first, and adopting a 'do no harm' strategy.

However, the ethical principles which underpin journalistic best practice should also guide the way in which gender-based violence is covered.

*(UNFPA: Nine Ethical Principles for Reporting Ethically on Gender-Based Violence in the Syria Crisis).*

### Activity option 1

- On the flip chart, number the nine ethical principles of reporting as described by UNFPA 'Reporting ethically on gender-based violence in the Syrian crisis'
- Ask participants to explain these principles. Write their responses under the appropriate heading
- Explain the nine principles including the Key Discussion Points below.

### Activity option 2 (for more advanced groups)

- Write the nine ethical principles of reporting in three columns on a flip chart
- Divide the participants into three groups
- Give three ethical principles to each group and ask them to describe each principle and give an example of good reporting against each principle
- Ask every group to discuss the assigned principles among the group.
- You should add in any relevant points missed by the group presenters.

## Key Discussion Points

Explain the principles to the journalists (participants) as follows:

### Accuracy

Getting the facts right should be at the core of all journalism, and this is especially true for covering gender-based violence. While journalists' interviews should be sensitive, they should also ensure that their reporting is factually correct. Journalists should be specific when mentioning gender-based violence, and not attempt to report on criminal proceedings unless they understand the legal processes involved. Some reporters try and use euphemistic language (e.g., 'had his way with her') rather than accurate language (e.g., 'he raped her'). This approach leads to misleading reports.

### Fairness

Journalists should always be fair and honest with interviewees. When speaking to people who have experienced gender-based violence, journalists have an extra duty of care to protect potentially vulnerable sources.



### Informed Consent

In the context of interviewing a gender-based violence survivor, 'informed consent' occurs when someone, without coercion, fully understands the consequences of their decision to speak, and consents freely. For this to happen, you must avoid putting pressure on a survivor to agree to an interview, as well as explaining what will be kept confidential and the limits of confidentiality, the objective of your interview, and the potential risks and benefits of speaking out. There is no consent when agreement is obtained through deception or misinterpretation, or if the power dynamic between the interviewer and interviewee means that right to decline or refuse any part of the interview is in any way limited.

(Gender-based violence AoR)

### Impartiality

It is not the job of a responsible journalist/reporter to judge or discriminate. It is particularly important to ensure that reporters do not mention details that can be interpreted as blame on the gender-based violence survivor. If a journalist mentions the clothes worn at the time of an attack, for example, or other aspects of a survivor/victim's appearance, this can be seen to imply judgment of them. This can be particularly true when writing features: some journalists may attempt to add detail and 'colour,' which can unintentionally shift the focus of blame away from the perpetrator.

### Duty to Inform

When reporting on gender-based violence, it is important to distinguish between what is 'in the public interest' and what is 'of interest to the public'. Some gender-based violence stories feature high-profile figures and contain lots of personal detail: this tends to treat the subject in a sensationalist way, with no useful information given for gender-based violence survivors.

### Respecting Privacy

Principled, ethical journalism means respecting the privacy of both gender-based violence survivors and bereaved families. Journalists should also be wary of 'jigsaw identification' when granting anonymity. This happens where audiences can piece together details - such as location, age, clothing or family members - even though journalists don't name the survivor or show their face.

## Sources

Journalists should always protect their sources. For journalists unfamiliar to the region, it is particularly important to gain relevant local knowledge as to how to ensure this, usually through local organisations and agencies. Journalists should also ensure that they extend this protection to their fixers, translators, drivers, interviewees and others helping them with their story. Some communities have been known to shun those who have spoken openly about gender-based violence and, in some cases, so-called 'honour crimes' have been carried out in retribution for speaking out.

## Payment For Interviews

Many Syrian refugees are poor, so it may seem tempting to pay cash or offer gifts in exchange for interviews. However, payment for this kind of interview is considered poor ethics; not only is this likely to influence the nature of the interview, it can also make it harder for other journalists to get an interview. Offers made in cash or kind can also pressurise survivors into speaking to the media.

It is recommended that journalists contact organisations working on gender-based violence issues in the first instance before attempting to secure an interview.

Officials at local and international NGOs may be able to talk more freely about gender-based violence and are likely to have a useful overview of the topic. Rather than paying an interviewee directly, reporters may feel that a discreet donation to an organisation working with gender-based violence survivors is appropriate.

## Do No Harm

As a general rule, journalists should be guided by harm limitation principles. This includes showing sensitivity to people who have experienced grief or trauma and a respect for their privacy; an awareness that subjects and interviewees may be inexperienced in dealing with the media; and an understanding that there is a balance between the public's right to information and a criminal suspect's right to a fair trial.

## A Survivor-Centered Approach

A survivor-centered approach seeks to empower survivors by putting them at the centre of the healing process. It recognises that each person is unique, reacts differently to gender-based violence, has different strengths, resources and coping mechanisms, has the right to decide who should know about what has happened to them, and what should happen next. Gender-based violence is a manifestation of power inequality: if people around survivors in a position of power (such as reporters and service providers) impose their perspective, they can unintentionally create another experience where the survivors feel further disempowerment. Dealing with gender-based violence survivors in a survivor-centered manner involves prioritising their best interest, and applying the guiding principles of safety, confidentiality, respect, and non-discrimination.

### **At the end of the discussion show them a video of good reporting by downloading this movie before the workshop:**

Iraq: Yazidi Women Under Attack by United Nations High Commissioner for Refugees  
Published on Mar 3, 2015

Tortured. Electrocuted. Sold into slavery. Every day, hundreds of kidnapped women and girls in Iraq and Syria suffer violence and abuse at the hands of militants. Those lucky enough to escape or be released often have no home or family to return to.

[https://www.youtube.com/watch?v=P9rAz9KL\\_Fg](https://www.youtube.com/watch?v=P9rAz9KL_Fg).

### **For bad reporting, use this movie from a link on child marriage:**

Syrian Refugees Marrying Young Teenagers. Published on Jun 21, 2013

CNN's Arwa Damon finds that Syrian refugees are marrying their daughters in their early teens to "protect their innocence."

<https://www.youtube.com/watch?v=dsmzbdgn1Cs>

## Session 3.2: **Developing a News Story**

Session  
type



Activity

Time

**30**

minutes

### Overview

This session is designed to give guidance to the participants on story building and developing news angles

### Objectives

To report on gender-based violence from different angles  
To understand how to generate story ideas and find angles to develop effective news story

### Preparation

see Key Discussion Points

### Materials

Flip chart and markers  
Coloured cards, blue tags or pins

## Notes to Facilitators

Participants' understanding of the concept of story building is essential for reporting on gender-based violence. This session includes two quick exercises at the end to verify and reinforce participants' knowledge of story building.

You must determine whether your training group needs or could benefit from additional exercises on the concept of story building.

## Procedure 1

- How to find and develop important news angles
- Explain the basic principles of story building (see key discussion points)
- Divide the participants into three groups
- Ask each group to develop a story to show the impact of gender-based violence on the survivors: how their lives have changed as a consequence of that event
- Ask participants to keep in mind the taught principles of story building
- At the end of the session every group will present its story before the whole audience.

## Key Discussion Points

### a) Story building

- Catchy
- Informative
- Concise
- Simple
- Straight forward
- Affirmative tense.

Discuss these points in relation to the nine principles of reporting. Examine examples that are catchy but impartial and do no harm to survivors; or reports that are informative but respect the privacy of the survivors; or stories that are concise and simple, but factually accurate

Headlines should match the story tone and if a news story is rich and comprehensive, the headline should be likewise

For lighter headlines use some well-thought out exercises. These can be fun, without going too far

Don't use more than one number in a headline. Where possible, humanise the numbers.

Headlines should always contain verbs: eg 'UNFPA organises training programmes for Syrian girls in refugee camps'

The active/present tense gives a sense of immediacy: eg 'Syrian refugees face poverty'.

## **b) Choose the news angle and apply the nine principles**

### **b1. News angles**

Journalists have a responsibility to think through and explain how new developments affect the lives of their audience:

- Think of possible angles
- Conduct research
- Discuss with colleagues and your seniors
- There is no perfect definition of news except that it should be new, different and changing, and newly discovered.

### **b2. Possible angles**

- The unique circumstances in a camp
- Which part of Syria they belong to
- The kind of violence that is being reported
- The reasons for increased gender based violence
- The conditions in the camps and the consequences if these conditions persist
- What the host community around the camp thinks about it
- Whether the camp has mitigation measures in place
- How a child responds to witnessing his mother suffer domestic violence.

### **b3. Exercise**

#### **Context:**

- Whenever applicable, add context into the story
- Spread the context across the story. You can often start with the headline or lead paragraph
- If it's likely to prove controversial, use sources for the context.

### Before you file the story:

- Read the text carefully to make sure you do no harm to victims
- Attract the audience's attention with a keyword, then craft the headline around it.

### Ask yourself:

- What is the point of reporting this? What's new? What is in it for the reader?
- Make every word count and don't overuse 'the' and 'a'.

### Think about news pegs:

- What are the issues that are trending on the news agenda that you can peg your story to?

### c) From where I can get a news angle, who can help?

- A gender-based violence survivor's Tweet/Facebook comment
- Interview with a family member of a gender-based violence survivor
- A radio report about a gender-based violence survivor
- Government official talking to a news anchor about a gender-based violence survivor
- A newspaper quoting an official at a United Nations agency entrusted with women's empowerment
- Police quotes or public reports
- Hospital or public office reports
- Interview with a gender-based violence survivor
- A range of comments gathered in a refugee camp in reaction to an event
- Service providers
- Police.

### Procedure 2

- Divide the participants into groups
- Give each of the groups a flip chart and coloured post-its
- Each group will develop a tree of their own with branches and post-its to be used as leaves? On each post-it they can write a news angle
- Each group has to write at least ten news angles.

### Key Discussion Points

Stress the importance of searching for primary sources, validating leads from social media/Tweets, and double checking any reported news. There are several reliable sources of information on gender-based violence. An exhaustive list is attached in the Annex 3

*(taken from UNFPA manual of reporting on gender based violence in the Syria crisis).*



## Priorities list:

- Conduct thorough research on multiple sources to confirm your information. This could be done by reading articles and on the web
- A Tweet or comment on her Facebook page counts, but verify the information and the source first. Ideally, contact the survivor herself to get a fresh account of the story, lest she may have been under duress when she posted the comment online
- Government/hospital and police reports although double check their authenticity. NB Don't use the same language, as it may be accusatory, and be wary of prejudicial terminology
- All other sources are either secondary or unconfirmed reports.

## Session 3.3: Interviews

Session  
type



Activity

Time

30

minutes

### Overview

This session is designed to give guidance on how to interview gender-based survivors

### Objectives

To professionally conduct interviews in a survivor-centered and ethical manner with gender-based violence survivors  
To set the stage for the interview, and conduct the interview smoothly

### Preparation

See Key Discussion Points  
Print sufficient copies of the Annex 4

### Materials

Flip chart and markers  
Video camera, TV or data show  
Annex 4



## Notes to Facilitators

Participants' understanding of the concept of interviewing is essential for reporting gender-based violence. This session includes only one quick exercise at the end to verify and reinforce participants' knowledge of story building.

Make sure that you have a proper working video camera and TV or monitor.

You must determine whether your training group needs or could benefit from additional exercises on the concept of story building.

## Procedure (Checklist at Annex 4)

Give an introduction on the basic principles of how to take an interview, then ask the participants to do the following exercise:

- Divide the participants into groups of four: one journalist, United Nations staff, lawyer/ social worker and gender-based survivor
- Ask the journalist to conduct a mock 'ambush' interview with the gender-based violence survivor
- After recording all the interviews, you can then review the interviews together on screen while the participants comment on the positive and negative aspects of their performance.



## Key Discussion Points

The following principles will help with your introduction to taking interviews:

- Interviews are at the heart of journalism - you will only understand the issue of gender-based violence if you speak to people who have knowledge or experience of it. This clearly raises some serious ethical issues. When is it appropriate to interview a gender-based violence survivor? How detailed should your questions be? If your interviewee becomes upset, should you stop the interview?
- The interview process should begin with research: speak to people who work in the relevant services (to get an idea of nature of gender-based violence in the area). You should always look at what other media organisations are producing on this topic and keep up-to-date with the news wires and social media. This will give you an idea of the scale of the problem in the area, and its severity
- You should be fully aware of the potential risks to the person you are interviewing, and yourself. Will your interview result in your subjects becoming victims of revenge attacks for speaking out publicly? Will their community shun them for doing so? Will the interview be traumatic for the survivor? You too can become a victim of abuse for exposing these issues, targeted by the authorities or people in the camps, or even by the camp management
- Your interviewee may not fully appreciate these risks. Consequently, before moving ahead with the interview, you must obtain written 'informed consent' from the survivors, i.e., that she is willing to take part in the interview
- You should involve your interviewee in decisions about the interview, i.e., the location, time, etc. Be aware that in an exchange with a journalist or NGO media team member, there may be a power differential between the reporter and a gender-based violence survivor. The survivor may feel that they should consent to speaking, even if this is not something they feel comfortable with
- You should always seek permission to take photographs, video, or voice recordings and explain how you will be using these
- There is no place for hidden cameras or microphones in the field of gender-based violence as this is a very sensitive issue that could be a question of life and death for the survivors
- This does not suggest that you should never interview gender-based violence survivors: many have given powerful testimonies that have brought the issue to public attention
- Responsible interviews can make a valuable difference: is only when the issue of gender-based violence is in the public eye that adequate resources will be allocated towards services to help survivors, and campaigns aimed at its prevention
- However, you may be able to produce an equally effective story by speaking to local organisations working with gender-based violence survivors, or UN agencies. It is good practice to find out about the local medical, legal and psychosocial support services available for gender-based violence survivors and to share this information - both with your audience as well as with the people you contact for an interview.

(Source: UNFPA Journalist handbook, *Reporting on gender-based violence in the Syria crisis*).



### Overview

This session is designed to give guidance on common mistakes when reporting gender-based violence

### Objectives

To understand the most common mistakes while reporting gender-based violence  
To be able to avoid mistakes in order to produce ethical and quality reporting

### Preparation

Flip chart and key discussion points  
Collect good and bad practice (articles and video) on gender-based violence in the Syria crisis  
Download this article from the web before the workshop to show to the audience and get their views on it  
<http://www.thedailybeast.com/articles/2015/05/18/has-anyone-here-been-raped-by-isis.html>

### Materials

Flip chart and markers  
Article and videos, multimedia screen

## Additional training notes

After understanding the basic concepts, pillars and principles of survivor-centered and ethical reporting, it is also important to learn the common mistakes, which should be avoided to achieve quality reporting. This session points out those mistakes.

## Procedure

- Write down the most common mistakes on the flip chart as follows:
  - a) Focusing on unnecessary details about gender-based violence victims/survivor
  - b) Inappropriate language
  - c) Lack of research
- Ask the participants to give their comments on each of the above mistakes
- Write down their responses
- Correct the mistakes and add more detail if a point is missing
- Discuss.

## Key Discussion Points

### Focusing on details of gender-based violence victims/survivors

When reports focus on details such as the dress, personal habits or physical appearance of gender-based violence survivors, the focus tends to shift away from the perpetrator. At worst, this can result in survivors being blamed for the violence. This misleading reporting contributes to a culture where it becomes more difficult for women to report gender-based violence or access services, and easier for perpetrators to go unpunished.

### Inappropriate language

Using vague or euphemistic language results in inaccurate journalism, which is misleading for the audience. The choice of vocabulary is particularly important when covering this topic. There will be many occasions when journalists will speak to gender-based violence survivors, and it will be inappropriate to publish or broadcast their name or any other detail that can reveal their identity. Putting interviewees at further risk can have damaging consequences: journalists should avoid details that could enable 'jigsaw identification'.

## Lack of research

From the initial story idea, to reporting during criminal proceedings, and following up on stories, journalists need to research gender-based violence thoroughly. This means speaking to experts, carrying out desk research, and understanding the medical, legal and social background to gender-based violence.

## Session 3.5: Gender-Based Violence Data

Session type



Discussion

Time

15

minutes

### Overview

This session is designed to give guidance to the participants about the importance of understanding gender-based violence data, and interpreting its meaning

### Objectives

To understand the challenges faced when collecting and interpreting gender-based violence data

### Preparation

see Key Discussion Points

### Materials

Flip chart and markers

## Procedure

- Draw a vertical line in the center of the flip chart
- Write a heading of 'Reasons for under-reporting of gender-based violence cases' on the left-hand side of the line and 'Reasons for over-reporting of gender-based violence cases' on the right-hand side of the line
- Divide the participants into two corresponding groups
- Ask each group to give their response
- Write down their response.

## Key Discussion Points

Obtaining prevalent data on gender-based violence is a challenge for those working on gender-based violence. This is particularly true during humanitarian emergencies, where there are limited services for gender-based violence and its survivors – and security and access constraints can make it difficult to get accurate data. More generally, the stigma associated with gender-based violence often prevents people from coming forward.

Data on gender-based violence usually reflects only reported incidents, which are considered to be a small proportion of the total. A recent study indicated that only 7 percent of survivors in developing countries actually report their case to a service, and less than half (46 percent) of all gender-based violence survivors share their story with anyone at all, not even family members or friends.

*(Tia Palermo, Jennifer Bleck, and Amber Peterman. Tip of the Iceberg: Reporting and Gender-Based Violence in Developing Countries. American Journal of Epidemiology Advance Access published December 12, 2013)*

Most evidence about the scope and nature of gender-based violence in emergencies derives from qualitative assessments, studies and service delivery statistics. These suggest that many forms of gender-based violence increase during emergencies.

The urge to 'provide some figures' around gender-based violence can lead to flawed estimates being widely circulated, or statistics being shared without their true context.

*(Tia Palermo and Amber Peterman, Undercounting, overcounting and the longevity of flawed estimates: statistics on sexual violence in conflict, Bull World Health Organ., 2011; <http://1.usa.gov/1vUZh3X> )*

Given the challenges around gender-based violence data collection and interpretation, consulting a gender-based violence specialist on how to interpret the data and figures will likely prove useful.

For example, an increase in reported gender-based violence cases may be the result of a new women's centre opening in a particular region, or a campaign encouraging women to come forward, rather than a rise in the actual number of gender-based violence incidents.

The journalist should understand that it is their ethical and moral duty to report on the issue of gender based violence. Keeping quiet on this issue may lead to an increase in the number of incidents, with devastating impact on the lives of the survivors and their families. But there is also a strong caveat. By raising awareness, journalists might overstep their mandate by focusing solely on the survivor instead of the event and its severity.

There are many reasons why there is under-reporting of gender-based violence worldwide. Many survivors think that they will not be believed or that they will be blamed. They fear that they will be ostracised by their family or rejected by their husbands. Social stigma, fear of repercussions by perpetrators, and of losing child custody, homes or financial support are amongst the most common reasons given.

## Session 3.6: Use of Images

Session  
type



Discussion

Time

30

minutes

### Overview

This session is designed to give guidance on best practice and the importance of using images

### Objectives

To understand the importance of photographs while reporting gender-based violence  
To understand how to take photos and the ethical considerations for photography

### Preparation

Invite professional photographer in conflict zones and sensitive issues  
Collect good and bad example of published photos related to gender-based violence in Syria crisis (see samples below)  
Please download the articles from the following links before the workshop:  
<http://www.cbc.ca/news/trending/syrian-girl-s-surrender-to-photographer-caught-in-heartbreaking-image-1.3018051>  
<http://www.theguardian.com/world/2015/sep/02/shocking-image-of-drowned-syrian-boy-shows-tragic-plight-of-refugees>  
<http://www.telegraph.co.uk/news/worldnews/middleeast/syria/10646127/Syria-boy-pictured-alone-was-actually-crossing-border-with-family.html>

### Materials

Flip chart and markers  
Video camera

## Notes to Facilitators

Try to have a professional photographer with his/her camera attend the session and give a demonstration on how to take ethical, quality pictures.

Show examples of fabricated photos and films that have twisted the facts and negatively impacted girls and women in Syrian refugee camps.

## Procedure

- Ask the professional photographer to give a demonstration on how to take ethically responsible photographs. You should also find examples of high quality, responsible photographs from the press to be shown as examples to your audience
- Write questions on the flip chart as follows:
  - What are the ethical considerations when taking the photograph of a gender-based violence case?
  - What is the importance of photographs?
  - How should journalists report on gender-based violence without breaking ethical protocol?
- Write down the responses received from the participants
- Discuss further.

## Key Discussion Points

### Ethical considerations

Whether journalists work online, in the print media, or for a TV station, it is likely that they will not get coverage for their gender-based violence story without striking images. This presents an ethical dilemma.

Without informed consent, they should not identify the gender-based violence survivor. Therefore, journalists should avoid filming details that might reveal the survivor's identity.

They should be extra careful when using pixelated images, scrambling voices, or filming into light, as these techniques do not always guarantee anonymity. Anything distinctive - such as a headscarf, wedding ring, the furniture in a home, or a family member - can give away the identity of an 'anonymous' source and result in serious consequences. [Clear labelling of images is vital].

Journalists should seek to be creative in their solutions: for example, photographs or video of a busy marketplace or public area are likely to be less easily associated with a gender-based violence survivor than similar shots of their home or street.



### Importance of photographs

Photographs are often very important because it gives strength to a story. Keep in mind the following while taking and publishing photographs of gender-based violence survivors or subjects:

- Whether journalists work online, in print media or for a TV station it is unlikely that they will get coverage for their gender-based violence story without striking images
- Without informed consent journalists should not identify the gender-based violence survivor, therefore they should be aware of filming details that might identify their subject
- Be careful about using pixelated images, scrambled voices, or filming into light as these techniques are not always failsafe
- Anything distinctive such as a headscarf, wedding ring, furniture in the home or a family member can give away the identity of an anonymous source and result in serious consequences.



### Overview

This session is designed to give guidance on the growing penetration of social media and its escalating importance as a major source of news.

### Objectives

To understand the importance of social media as a major source of news  
To verify different sources on social media

### Preparation

Collect good and bad examples of posts/tweeters published/tweeted on social media platforms  
See Key Discussion Points  
You can download articles from the below links:  
<http://ottawacitizen.com/storyline/kenney-tweets-misleading-photos-of-muslim-women-in-chains>  
<http://www.kosovotwopointzero.com/en/article/1471/hero-syrian-boy-video-was-fake-and-why- thats-dangerous>  
<http://www.dailymail.co.uk/news/article-3215167/Viral-photo-desperate-Syrian-father-selling- pens-street-carries-sleeping-daughter-raises-44-000-just-one-day.html>  
[https://twitter.com/zainab\\_jn/status/601124923373793281](https://twitter.com/zainab_jn/status/601124923373793281)  
<http://amwaj.ca/userfiles/2014011801.png>  
<http://worldobserveronline.com/2014/01/18/heartbreaking-syria-orphan-photo-wasnt-taken- syria-orphan/>

### Materials

Flip chart and markers  
Computers and multimedia screens

## Notes to Facilitators

In this session, the participants will discuss the growing influence of social media and its escalating importance as a major source of news. Social media pages and blogs (Twitter, Facebook, Instagram etc.) have become key sources of news, especially in hostile zones and gender-based violence related cases. Unregulated social media sources are often picked up by more traditional media outlets, and they can play a damaging role in circulating unverified, distorted and fabricated information. In many cases, traditional media – notably TV networks – fall into the trap of inaccurate reporting, in the absence of proper verification tools. Falsified information has incited violence, and made a bad situation worse

This session provides advanced tools and tips to verify the authenticity of social media contents, especially photos and videos.

## Procedure

- Ask participants to highlight the pros and cons of relying on social media for news content
- Group discussion about the most useful Tweets and other social media alerts, in contrast to the worst fabricated tweets/photos/footage
- You should prepare some examples that show Tweets and articles from social media that highlight good and bad practice
- The participants should learn the skills to verify text, photos and footage.

## Key Discussion Points

Social networks encourage fast, constant, brief communication. Conversely, quality journalism calls for communication that's preceded by fact-finding and thoughtful consideration. Journalism has many 'unsend' buttons, including editors. Social networks have none. Everything we say online can be used against us in a court of law, in the minds of subjects and sources, and by people who for reasons of their own want to cast us in a negative light. While, obviously, we cannot control what others may post on our accounts, we must remain aware when posting on Facebook, Twitter and other online forums that have no safety net, and where an indiscretion lasts forever. At all costs, we must avoid flame wars, incendiary rhetoric and loose talk. We should also remember that in friending or following someone, we may be giving out the identity of a source. Everything depends on maintaining trust.

In other words, be careful. By all means, we should explore ways in which social media can help us do our job. But before we tweet or post, consider how our actions will reflect on our professionalism and our collective reputation. When in doubt, talk to colleagues, editors or supervisors. Because journalists deal with streams of rumours and fabricated information on a daily basis, some of them may lapse into sharing or quoting social media without proper verification. This unprofessional trend undermines the journalist's credibility, and may have negative consequences on women and girls.

That is why we have a responsibility to verify the validity of any uploaded material before we incorporate it into our reports.

## How?

- Your mind set should always be programmed on 'the verification mode' regarding any digital content
- After scrutiny, you will find out that most uploaded information is different from the facts on the ground.

## What to do?

- First double check the sources and account owners. How well-informed are they? How close are they to the incident? How credible are they?
- Examine their uploaded information and check how much they know about the incidents?
- Check their Tweeter's profile page
- Try to contact them directly and ask for more details
- Check the Tweeter's internet footprint - Google them, check <https://www.whois.net> etc. Are they posters or just sharers?
- Don't include any Tweet in a story before verifying the account owner. Refer to him or her, and double check the date and IP address
- Ask them: How did you learn about this information? What else do you know? Who else knows about this?
- Solicit help from colleagues and friends; especially if they are experts in digital technology
- Check information with local authorities and local media bureaux.



In general, there are several verification methods, based on technical know-how and experience. (Some methods of verification of news on different platforms are shown in Annex 5) But the most important skill is to FOLLOW YOUR INSTINCT. It's usually right.







# Handouts and Annexes







# Handout 1:

## Key Terminologies and their Importance

### Child Sexual Abuse

Any incident involving rape or sexual assault that is perpetrated against a minor, by force or under unequal or coercive conditions.

### Coercion

Forcing, or attempting to force, another person to engage in behaviours against her will by using threats, verbal insistence, manipulation, deception, cultural expectations or economic power.

### Female Genital Cutting/Mutilation (FGM)

All procedures involving partial or total removal of the external female genitalia, or any other injury to the female genital organs for nonmedical reasons.

### Internally Displaced Person (IDP)

IDPs are people who have been forced to flee their homes as a result of or in order to avoid the effects of armed conflict, internal strife, systematic violations of human rights or natural or manmade disasters, and who seek protection elsewhere within their country of origin or residence and have not crossed internationally recognised state borders.

### Intimate Partner Violence (IPV)

Intimate partner violence takes place between intimate partners (spouses, boyfriend/girlfriend) as well as between former intimate partners (for example, ex-husband or boyfriend). Intimate partner violence may include sexual, physical and psychological abuse. It is also referred to as IPV or domestic violence.

### Perpetrator

Person, group or institution that directly inflicts or otherwise supports violence or other abuse inflicted on another against her or his will. Perpetrators are in a position of real or perceived power, decision-making and/or authority, and can thus exert control over their victims.

### Psychological/Emotional Abuse

Infliction of mental or emotional pain or injury. Examples include threats of physical or sexual violence, intimidation, humiliation, forced isolation, stalking, harassment, unwanted attention, remarks, gestures or written words of a sexual and/or menacing nature, destruction of cherished things, etc.

### Rape

Non-consensual penetration (however slight) of the vagina, anus or mouth with a penis or other body part. Also includes penetration of the vagina or anus with an object.

## Refugee

A refugee is a person who is outside his or her country of origin or habitual residence, and has a well-founded fear of persecution because of his/her race, religion, nationality, membership in a particular social group or political opinion; and is unable or unwilling to avail himself/herself of the protection of that country, or to return there, for fear of persecution.

## Sexual Exploitation

Any abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially or politically from the sexual exploitation of another.

## Sexual Violence

For the purposes of these guidelines, sexual violence includes, at least, rape/attempted rape, sexual abuse and sexual exploitation. Sexual violence is “any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic a person’s sexuality, using coercion, threats of harm or physical force, by any person regardless of relationship to the victim, in any setting, including but not limited to home and work.” Sexual violence takes many forms, including rape, sexual slavery and/or trafficking, forced pregnancy, sexual harassment, sexual exploitation and/or abuse, and forced abortion.

## Survivor/Victim

A person who has experienced gender-based violence. Whilst the terms ‘victim’ and ‘survivor’ are sometimes used interchangeably, ‘victim’ is a term often used in the legal and medical sectors, while ‘survivor’ is a term generally preferred in the psychological and social support sectors because it implies resilience.

*(Adopted from UNFPA: Reporting on gender-based violence in the Syria Crisis- A JOURNALIST’S HANDBOOK 2014)*



# Handout 2:

## Scale of the Problem

Syria is the biggest humanitarian crisis today, with repercussions across the whole region, and more specifically on its neighbouring countries. As the crisis enters its fifth year, women, men, girls and boys in and from Syria face death, violence and displacement, and humanitarian organisations struggle to respond to the immense challenge of assisting and protecting peoples' lives and dignity.

Among the affected population in Syria and refugees in the region, five million women and girls of reproductive age need special attention. This includes nearly 360,000 pregnant women in Syria alone in addition to the estimated 70,000 currently pregnant refugee women from Syria.

Conflicts often put women at increased risk of violence and vulnerability. Social, cultural and economic disempowerment - in addition to poverty - create contexts in which women are more susceptible to abuse and sexual exploitation.

Syrian women and youth have shown great resilience in the face of loss and destitution, and humanitarian organisations have regularly adapted their response to the evolving nature of the crisis and needs. Major challenges faced by the Syrian refugees or by service providers in Syria and other neighbouring countries include:

- Limited number of international NGOs working inside Syria
- Bureaucratic obstacles, including in facilitating timely transportation of assistance across the country
- Difficulty of organising services in the fields of reproductive health and gender-based violence in areas under non-state armed group control in Syria, especially due to the lack of access
- Limited number of specialised staff, especially in the area of reproductive health and gender-based violence. This adversely affects their capacity to address refugee needs and to support resilience, as well as medium and long term government plans
- Volatile security and political situation in Syria limits staff movement and their ability to carry out planned activities in affected locations
- Shortage in funding for sustaining programme interventions has required reprioritisation of projects
- Difficulty to detect and address cases of gender-based violence due to social and cultural restrictions and fear of stigmatisation among survivors, and due to limited availability of services and limited ability of survivors to move freely to access services
- Varying quality of services to refugees
- High turnover among service providers and difficulty in deploying qualified health workers to refugee camps
- Regular movement of Syrians in the neighbouring countries affects UNFPA and partners' ability to provide services
- Alarming living conditions of refugees from Syria, including sharing overcrowded quarters among several families and lack of privacy. This deprivation contributes to tensions and increased domestic violence
- Difficulty to effectively reach refugees from Syria because they are scattered across a large number of urban locations.

*(UNFPA 2015. WOMEN AND GIRLS IN THE SYRIA CRISIS: UNFPA RESPONSE FACTS AND FIGURES)*



## Handout 3:

### UNFPA Regional Response to Syria Crisis

- UNFPA works closely with affected populations, community-based organisations, local and international NGOs, governments and United Nations agencies in Syria and countries where refugees from Syria have arrived, namely Lebanon, Jordan, Iraq, Turkey and Egypt
- Along with its partners, UNFPA supports emergency obstetric care and psychosocial support. It also engages in programmes that seek to mitigate and prevent the occurrence of gender-based violence, and supports survivors of this violence in overcoming their trauma
- The creation of 'safe spaces' for women and girls has greatly contributed to the protection and empowerment of women and girls affected by the Syria crisis
- UNFPA also distributes specialised reproductive health kits and UNFPA's flagship 'dignity kits' (containing various sanitary items), and deploys medical and specialised personnel to assist affected communities. It deploys trained personnel to support and encourage the participation of affected youth in society through the facilitation of recreational and educational programmes, rehabilitation and psychosocial interventions, and life skills education
- UNFPA and partners are scaling up their efforts to empower and improve the lives of Syrian women and youth affected by the crisis in Syria and in host countries, including by advocating for human rights and gender equality, to better cope with and recover from the crisis.



# Handout 4:

## Role of Media

*(Adopted from UNFPA: Reporting on gender-based violence in the Syria Crisis- A JOURNALIST'S HANDBOOK 2014)*

- The Media has a pivotal role in highlighting the issue of gender-based violence and drawing attention of state actors, policy makers, national and international humanitarian organisations to address this issue
- It is the responsibility of the media to follow ethics and principles of quality reporting while reporting on based violence incidents
- Syrian refugees have sometimes been criticised or stereotyped in the media. This has led some people in host communities to carry out acts of violence against them
- Representation is an important issue: where particular voices are absent, it becomes easy to negatively stereotype them
- However, this can be rectified. For example, broadcasters can make sure that discussion programmes actively encourage both male and female Syrian callers to participate
- If journalists only include negative opinions of people who call in, or post messages to complain about refugees, then they can contribute to a culture of intolerance, which affects how people are treated, and even help create an atmosphere in which violence is normal.



# Handout 5:

## Gender-Based Violence and the Law

- Writing and reporting about gender-based violence needs a strong understanding of relevant features of criminal, civil and traditional law. These aspects/features vary from country to country – therefore, journalists should carry out their own research on the laws in the country of assignment, and where possible, seek further advice from the courts or organisation’s legal team
- Regular contact with lawyers is useful, and not only for gathering stories on gender-based violence. Laws relating to gender-based violence are changing, so journalists will need to keep up to date. This, in itself, can be a news story, as with Lebanon’s 2014 Law on Protection of Women and Family Members from Domestic Violence. The first convictions relating to a new law will then provide a follow-up story
- Negative attitudes and practices of police and judicial staff towards gender-based violence survivors prevent many from seeking legal redress. There is often a lack of resources to pursue legal action and challenges in providing corroborating evidence from witnesses for events relating to gender-based violence
- There are several areas of controversial legislation in countries affected by the Syrian refugee crisis: for example, a rapist in Iraq, Jordan, Lebanon and Syria can escape punishment by marrying his victim, and marital rape is not criminalised in Jordan, Lebanon, Egypt and Syria
- Egypt, Jordan, Turkey and Syria criminalise non-penetrative sexual contact, sometimes called ‘indecent assault.’ Jordan, Turkey and Lebanon have a specific law against domestic violence. Provisions around physical assault exist in the other countries, and whilst they do not refer specifically to issues around gender-based violence, they can sometimes be used to prosecute cases of domestic violence
- However, in Syria, Egypt, Lebanon and Jordan, the penalties for physical violence are determined in accordance with the number of days of hospitalisation faced by the victim. In Jordan, for example, if the victim requires less than 10 days of hospitalisation, the judge has the authority to dismiss the case at his own discretion as a ‘minor offence.’ Mandatory prosecution is only required when the survivor is hospitalised for more than 20 days
- Jordan, Egypt, Syria and Iraq have legislative provisions providing reduced sentences for a man who kills his wife if she is caught in the act of adultery, or who kills a female relative for ‘illicit’ sexual conduct. However, in recent years, both Syria and Jordan have increased the required sentence around these so-called ‘honour crimes.’ In Egypt and Iraqi Kurdistan, where female genital mutilation (FGM) is still common, laws have recently been passed to criminalise the practice.



# Handout 6:

## Quick Facts and Statistics

### Syrian people in need

- 13.5 million people are affected by the crisis
- 4 million women and girls are of reproductive age (15-49)
- 360,000 are pregnant women.

### In Neighbouring Countries

- More than 4 Million are registered refugees
- 1 million women and girls are of reproductive age (15-49)
- More than 80,000 are refugee pregnant women
- (UNFPA 2015, WOMEN AND GIRLS IN THE SYRIA CRISIS: UNFPA RESPONSE FACTS AND FIGURES)
- 145,000 Refugee women head of house hold (UNHCR, 2015).

### Fact related to gender-based violence among Syrian women and girls

- One in three women said they left the house never, rarely, or only when necessary, due to unfamiliarity, insecurity, or increased responsibilities or because of fears of harassment (UNHCR, 2014)
- Three in five women were worried for their own or their children's security. They mainly expressed fears of sexual harassment, but in some cases also spoke of being afraid of direct physical violence (UNHCR, 2014)
- Around 180,000 Syrian women heads of families in Jordan, Lebanon, Iraq and Egypt may neglect their own needs as they care for their families and neighbours. (OCHA, 2015)
- Around 50 per cent of refugee youth surveyed agree with the statement "I have not once felt safe since I came to Lebanon (UNFPA, 2014)
- The prevalence of child marriage among Syrians in Jordan increased from 25% in 2013 to 31% in the first quarter 2014 (UNICEF, 2014)
- Syrian women and girls in Jordan continue to be at risk both inside and outside their homes. They continue to be invisible and have no voice or little choices about the services available to them (UNICEF, 2014).



# Handout 7:

## Misconceptions

### **Gender-based violence only affects certain kind of people**

Gender-based violence can affect anyone. It cuts across class, race/ethnicity, religion, educational level or personal history. Negative assumptions about gender-based violence survivors make it difficult for them to reach out for help.

### **Sexual assault is usually committed by strangers**

According to World Health Organization estimates, almost a third of all women who have been in a relationship have experienced physical and/or sexual violence by their intimate partner, and up to 70 per cent of sexual assaults are committed by an intimate partner.

### **Perpetrators of violence are 'monsters' or 'sick outsiders'**

Perpetrators come from all walks of life. As a result, when survivors report violence perpetrated by their partner, an influential figure in the community, or someone who does not conform to the stereotype of a perpetrator, they are often not believed.

### **The way a woman dresses or acts causes gender-based violence**

Abusers often blame their victims in order to make excuses for their behaviour. This is in itself abusive and shifts the focus away from the perpetrator. It is important that abusers take full responsibility for their actions, and that reporters challenge any attempt to blame those who are abused.

### **Poverty and conflict are the cause of attacks on women**

There are many men living in conditions of poverty or conflict who are not violent towards women, just as there are many individuals in wealthy countries and in times of peace who are violent towards women.

Whilst some studies have found poverty and violent conflict do increase the likelihood of certain kinds of gender-based violence, it should be seen as a global problem.

### **A person who has been raped or abused will be visibly upset when discussing her ordeal**

Each person reacts differently to gender-based violence. It is important to be aware of the wide range of reactions to such traumatic events. Some survivors never talk about what happened to them, or they may do so after several months or years, while others will disclose immediately.

### **False reporting is widespread or used by women in order to access services and resettlement**

Overall false reporting is rare: a much bigger issue is underreporting. Recent estimates indicate that only around 7 percent of survivors in developing countries officially report incidents of gender-based violence and research suggests that the fear of losing out on housing and other services, or losing custody of children, prevents many gender-based violence survivors from coming forward to report incidents.



# Annex 1:

## Agenda of the Training

### Day 1 (module 1+2) (280 minutes or 4 hours)

Time	Activity
10:00 - 11:00	Opening remarks and introduction <ul style="list-style-type: none"> <li>• Opening remarks</li> <li>• Introduction of participants</li> <li>• Pre-training evaluation</li> <li>• Expectation of the training and review the agenda</li> <li>• Ground rules</li> </ul>
11:00 - 11:30	Coffee break
11:30 - 13:00	introduction to gender-based violence <ul style="list-style-type: none"> <li>• Sex vs. Gender: What is the difference?</li> <li>• Defining gender-based violence, its forms and consequences</li> <li>• Human rights</li> </ul>
13:30 - 14:00	Lunch break
14:00 - 15:00	Key terminologies and its importance
15:00-15:15	Coffee break
15:15 -16:00	Scale of the problem (Gender-based violence in Syria crisis)
16:00	Close of day

### Day 1 (module 3) (300 minutes or 5 hours)

Time	Activity
9:00 - 11:00	Principles of reporting on gender-based violence <ul style="list-style-type: none"> <li>• Ethical principle of reporting on gender-based violence</li> <li>• Developing news stories.</li> </ul>
11:00 - 11:30	Coffee break
11:30 - 13:00	Interviews
13:30 - 14:00	Lunch break
14:00 - 15:00	<ul style="list-style-type: none"> <li>• Common mistakes</li> <li>• Gender-based violence data</li> </ul>
15:00 - 15:15	Coffee break
15:15 - 16:00	<ul style="list-style-type: none"> <li>• Use of images</li> <li>• Social media</li> </ul>

\* The agenda could be modified based on the number of speakers the trainer could invite to the training workshop.



## Annex 2:

# Pre-Training Questionnaire to Assess the Knowledge of the Trainees on Gender-Based Violence (Sample 1)

### 1. Term 'Sex';

- a. Refers to the physical/biological differences between males and females
- b. Refers to the social differences between males and females
- c. Determined by social factors—history, culture, tradition, societal norms, religion
- d. All of the above

### 2. Term 'Gender'

- a. Determined by biology
- b. Does not change (without surgical intervention)
- c. In any given society involves the socialisation for boys and girls, men and women that determines roles, responsibilities, opportunities, privileges, limitations and expectations
- d. All of the above

### 3. Any harmful act that is perpetrated against a person's will, and that is based on socially-ascribed (i.e. gender) differences between males and females is defined as:

- a. Survivor of violence
- b. Gender-based violence
- c. Sexually transmitted infection
- d. Violence against women

### 4. Jasmine is a 35 years old widow. Her husband died in a road accident. She has five daughters and a son. She asked her in-laws to give her the property share of her deceased husband so that she can keep supporting her children and live in their house. But her in-laws refused to give her share of the property. This form of gender-based violence is classified as:

- a. Denial of resources, opportunities or services
- b. Psychological/emotional abuse
- c. Physical assault
- d. Sexual violence
- e. Non of the above

### 5. Naila lives in a village and is married. Her husband gets mad at her for not serving dinner 'on time' and beats her. She is lame and walks with crutches. There were no health care centers close to their village. Such form of gender-based violence is classified as:

- a. Denial of resources, opportunities or services
- b. Psychological/emotional abuse
- c. Physical assault
- d. Sexual violence
- e. Non of the above

### 6. Maryam is a 27 year-old employee. Her boss is a 40 year-old man and often talks to her in suggestive language. He asks her to visit his office after working hours. He tells vulgar jokes in front of her and asks personal questions not related to her job. This is referred to as:

- a. Denial of resources, opportunities or services
- b. Psychological/emotional Abuse
- c. Physical assault
- d. Sexual violence
- e. Non of the above

**7. Which one of the following is an ethical principle of reporting?**

- a. Fairness
- b. Politeness
- c. Accuracy
- d. Impartiality
- e. All of the above

**8. How many refugees are registered in surrounding countries of Syria?**

- a. 4 million
- b. 5 million
- c. 6 million
- d. 7 million

**9. If you were asked to give out money or a gift to one of your gender-based violence interviewees:**

- a. I would consult international humanitarian organisations involved in gender-based violence support
- b. I would consider offering her or him a gift in secret
- c. I would haggle with the source and offer to provide a token (ie food or clothes) instead of cash
- d. I would never offer anything to an interviewee

**10. To conduct a successful interview with a gender-based violence survivor, there is no harm if:**

- a. I portray her in the media to highlight her suffering without seeking her consent
- b. I warn her before taking the photos about the possible social repercussions if her identity is revealed
- c. I do not show her face but reveal her name
- d. I only reveal the names of her family members

**11. When you interview a gender-based violence survivor – notably from sexual abuse - it is preferable to:**

- a. Film her while she is surrounded by her children to leave the highest possible impact on the viewer
- b. Not to focus the camera on the children so that she may not be identified
- c. Photograph or video a busy marketplace or public area associated with a gender-based violence survivor
- d. Photograph the home or street of the survivor, showing her children only

**12. To make your story impressive it is acceptable to:**

- a. Ask the gender-based violence survivor about her outfits and appearance at the time of the event
- b. Ask her questions with utmost consideration, to the extent that the story structure allows, without prejudice, lest the blame moves to the victim
- c. Both a and b

**13. A news item is considered unbiased and impartial if it:**

- a. Does not have details that can be interpreted as implicating blame on the gender-based violence survivor
- b. Is void of biased terms
- c. A mix between the journalist's opinion and the news
- d. Contains unknown sources



## Annex 3:

# Pre-Training Questionnaire to Assess the Knowledge of the Trainees on Gender-Based Violence (Sample 2)

The Pre-Course Evaluation Exercise: One of the following answers is correct.

**1. If you were asked to give out money or a gift to one of your gender-based violence interviewees:**

- a. I would consult international humanitarian organisations involved in gender-based violence support
- b. I would consider offering her or him a gift in secret
- c. I would haggle with the source and try to give out a non-cash gift

**2. When I deal with gender-based violence survivors I do the following:**

- a. Safeguard the secrecy of my information and the identity of my sources
- b. Convince the interviewee to share each and every detail of her suffering so that her story leaves an impact on the readership/ viewership

**3. A gender-based violence survivor could face persecution in her immediate community:**

- a. Only if her name is mentioned and her photo appears in the story
- b. When her identity is revealed through many clues; such as her dress, a distinctive mark/ tattoo/ mole on her face or body
- c. The interview location, or the appearance of a family member is shown
- d. All of the above

**4. When you interview a gender-based violence survivor - notably from sexual abuse - it is preferable to:**

- a. Film her while she is surrounded by her children to leave the highest possible impact on the viewer
- b. Not to focus the camera on her or her children so that she cannot be identified

**5. Employing inciteful and colourful terms (such as: He quenched his desire with her.... He pinned her down and had his wicked way):**

- a. Adds a novelist touch to the news story and attracts more hits
- b. Negatively affects the gender-based violence survivor, deepens her suffering and turns her community against her

**6. To conduct a successful interview with a gender-based violence survivor. there is no harm if:**

- a. I photograph her to highlight her suffering before taking her consent
- b. I warn her before taking the photos about the possible social repercussions if her identity is revealed

**7. To spice up your story it is acceptable to:**

- a. Ask the gender-based violence survivor how she was dressed at the time of the event?
- b. Ask her questions with utmost consideration, to the extent that the story structure allows you, without prejudgment, lest the blame shifts to the victim

**8. Gender-based violence survivors have the right to set the interview tone and content, and choose their audience**

- a. Yes
- b. No
- c. Sometimes according to the type of assault

**9. The journalist has the right to go under-cover as a physician or a relief worker; or use a hidden camera so that he/she can extract details from gender-based violence survivors**

- a. You can go undercover but only under certain conditions
- b. Going undercover and using hidden cameras is never allowed with gender-based violence survivors
- c. It is acceptable to go undercover if the reason behind your act is to let the world know about the plight of gender-based violence survivors

**10. When I conduct an interview with a gender-based violence survivor, I make sure it is:**

- a. One-on-one (tete-a-tete)
- b. In the presence of a third party, such as a relative, a close friend or a relief worker

**11. A news item is considered unbiased and impartial if it:**

- a. Contains at least two sources
- b. Contains no neutral terms
- c. A mix between the journalist's opinion and the facts
- d. Contains unknown sources

**12. A professional journalist does not use in his text:**

- a. Positive adjectives
- b. Negative adjectives
- c. Any kind of adjectives

**13. You can inject your personal opinion in:**

- a. A news item
- b. A feature story
- c. An investigative report
- d. An op-ed piece

**14. The optimum duration of a radio soundbite is:**

- a. More than 30 secs
- b. Less than 15 secs
- c. Around one minute

**15. The soundbite of a TV report should be in the region of:**

- a. More than 25 secs
- b. Less than 10 secs
- c. Around one minute

**16. It is ethically acceptable for a media outlet to kill (refute) news published/ broadcasted in another outlet**

- a. Yes
- b. No
- c. In some cases

**17. The editor-in-chief is the only one responsible for what he/ she runs in his/ her newspaper**

- a. Yes
- b. No
- c. The editor-in-chief and the correspondent who filed the news report; both of them, according to the law

**18. Journalistic ethics are not breached if the journalist:**

- a. Mixed his personal judgement with news
- b. Blended media with advertisement
- c. Received cash or token gifts
- d. Used anonymous sources

**19. There are several definitions of what should be labelled as news. one of them is what the chief editor characterise as news:**

- a. Definitely
- b. Not true at all
- c. In some cases

# The Answers of the Pre-post Questionnaires

## (Sample 1) - Answers

Question	Answer
1	a
2	c
3	b
4	a
5	c
6	b
7	e

Question	Answer
8	a
9	a
10	b
11	b
12	d
13	a

## (Sample 2) - Answers

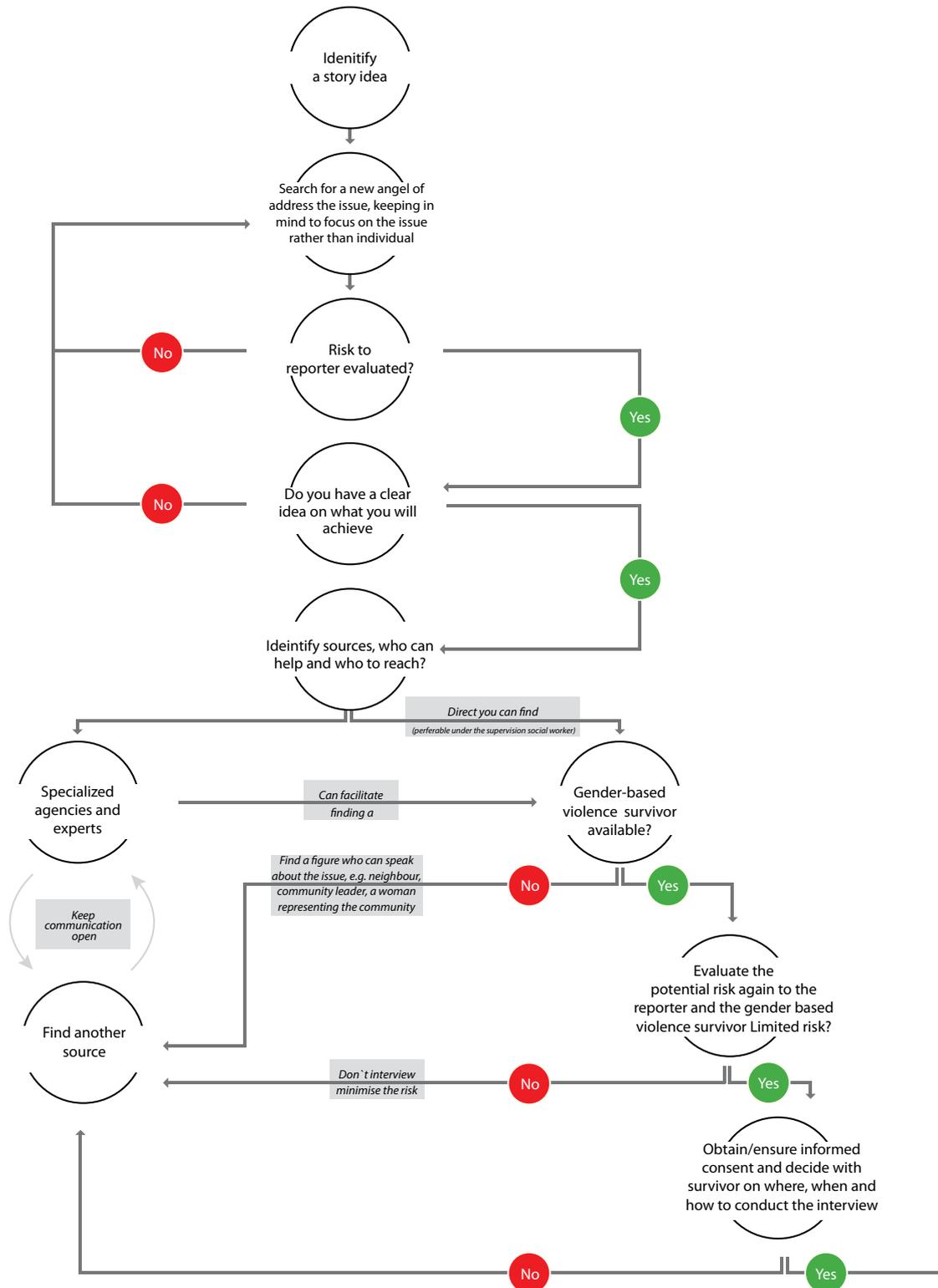
Question	Answer
1	a
2	a
3	d
4	b
5	b
6	b
7	b
8	a
9	b
10	b

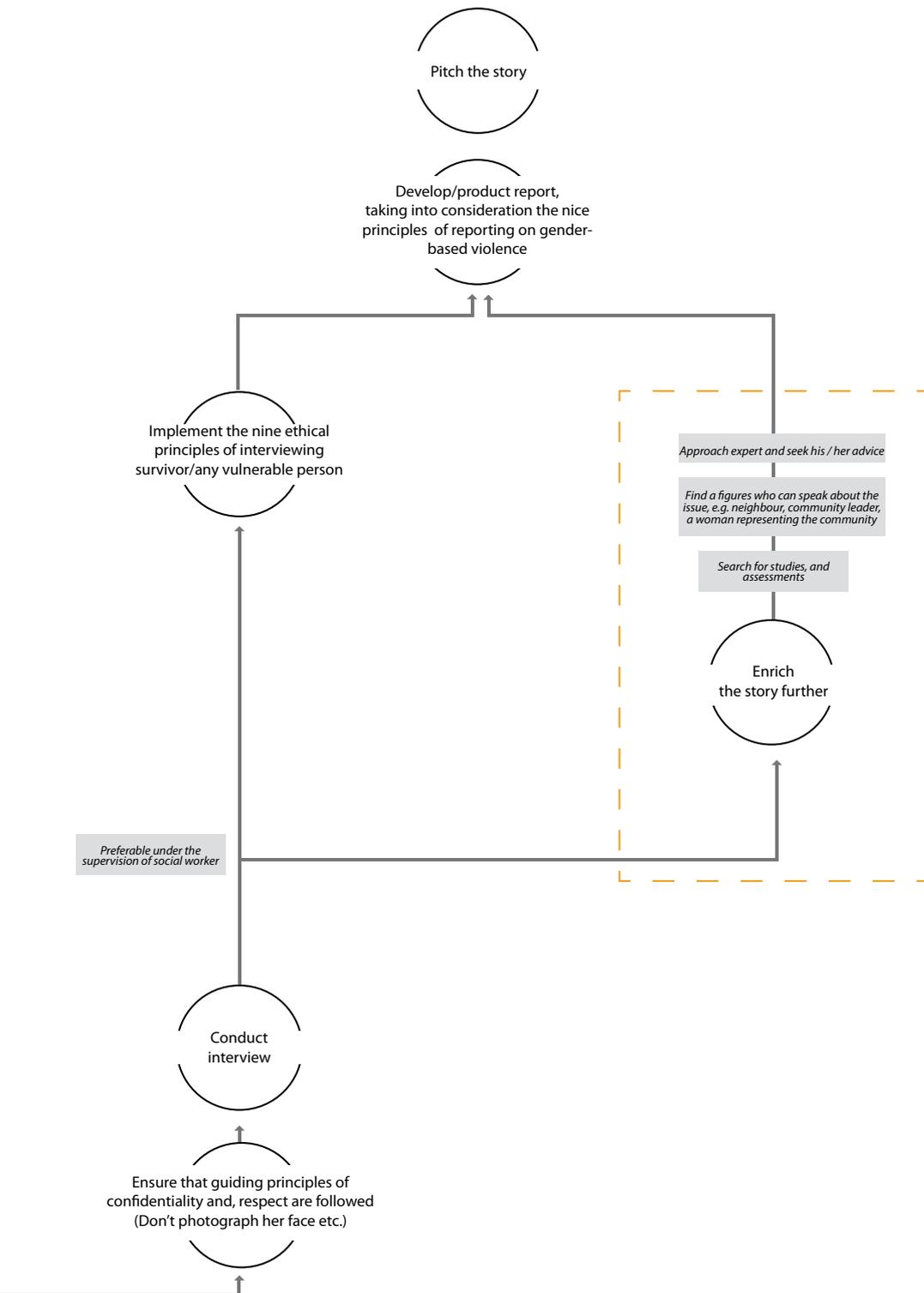
Question	Answer
11	a
12	c
13	d
14	a
15	b
16	b
17	c
18	d
19	c



# Annex 4:

## Reporting on Gender-Based Violence Flowchart







# Annex 5:

## Organisation

The table lists some of the main organisations working on gender-based violence response in Syria, Lebanon, Jordan, Iraq, Turkey and Egypt in the context of the Syrian refugee crisis.

- Organisation operating in this country
- Organisation leading gender based violence coordination mechanism

Organisation	Syria	Lebanon	Jordan	Iraq	Egypt	Turkey
Gender-based violence coordination Mechanism	●	●	●	●	●	●
ABAAD Lebanon www.abaadmena.org		●				
Arab Women Organization (AWO) www.awo.org.jo			●			
Danish Refugee Council (DRC) www.drc.dk		●				
Institute for Family Health / Noor Al Hussein Foundation (IFH/NHF) www.nooralhusseinfoundation.org		●	●			
International Medical Corps (IMC) www.internationalmedicalcorps.org		●	●	●		
International Rescue Committee (IRC) www.rescue.org		●	●	●		●
International Relief & Development (IRD) www.ird.org		●	●	●		
Jordanian Women Union (JWU) www.jwu.org.jo	●		●			
KAFA Lebanon www.kafa.org.lb		●				
The Lebanese Women Democratic Gathering (RDFL)		●				
Lebanese Council to Resist Violence Against Women (LECORVAW) www.lebanesewomen.org		●				
United Nation Population Fund (UNFPA) www.unfpa.org		■	■		●	
United Nation High Commissioner for Refugees (UNHCR) www.unhcr.org	●	■	■	■	■	■
United Nation Children Fund (UNICEF) www.unicef.org	●	■	●	●	●	●
United Nation Relief and Works agency for Palestinian in the Near East (UNRWA) www.unrwa.org	●	●	●	●	●	●
UN Women www.unrwa.org		●	●	●	●	



# Annex 6:

## Methods of Verification of the News

What to be searched	Where	What can be found
Check contact details and profile of its originator on the web	<ul style="list-style-type: none"> <li>• Any Who</li> <li>• All Area Codes</li> <li>• Facebook Graph Search</li> <li>• Geo Social Footprint</li> <li>• LinkedIn.</li> </ul>	<ul style="list-style-type: none"> <li>• a free white pages directory with a reverse look-up function.</li> <li>• allows users to look up any name and address listed against a phone number</li> <li>• provides a streamlined method to locate individuals for the verification of information</li> <li>• a website where one can track the users' location 'footprint' created from GPS</li> <li>• through work history and connections.</li> </ul>
Verify the place where the incident has been reported. Search through	<ul style="list-style-type: none"> <li>• Flickr</li> <li>• Free-ocr.com</li> <li>• Google Maps</li> <li>• Panoramia.</li> </ul>	<ul style="list-style-type: none"> <li>• search for geo located photos</li> <li>• extracts text from images which can then be put into Google translate</li> <li>• an online map providing high-resolution aerial or satellite imagery</li> <li>• photo-sharing website carrying millions of geo located images uploaded to a Google Maps.</li> </ul>
Verifying images	<ul style="list-style-type: none"> <li>• Findexif.com</li> <li>• Foto Forensics</li> <li>• JPEGsnoop.</li> </ul>	<ul style="list-style-type: none"> <li>• tool that can be used to reveal EXIF information</li> <li>• this website uses error level analysis (ELA) to indicate parts of an image that may have been altered</li> <li>• a free Windows-only application that can detect whether an image has been edited.</li> </ul>
To detect rumours on twitter	<ul style="list-style-type: none"> <li>• AIDR platform</li> <li>• Geofeedia.</li> </ul>	<ul style="list-style-type: none"> <li>• uses human and computer monitoring to weed out rumors on Twitter</li> <li>• allows a user to search and monitor social media contents by location.</li> </ul>



# Annex 7:

## Post-Training Evaluation

*(Adapted from; Meeting the Sexual and Reproductive Health Needs and Rights of Survivors of Gender Based Violence A Good Practice Training Module for Health Care Professionals International Planned Parenthood Federation December 2007)*

**1. Rate your overall impression of the entire workshop:**

- a. Excellent
- b. Good
- c. Fair
- d. Poor

**2. What was the most useful session of the workshop?**

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**3. What was the least effective session of the workshop?**

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**4. Which activity or exercise did you find the most helpful. and why?**

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**5. Which activity or exercise did you like the least. and why?**

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**6. How could this workshop be improved?**

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**7. Rate your overall impression of the facilitators on the following criteria:**

Circle one number in each row (1 is poor and 5 is excellent)

Knowledge of material	1	2	3	4	5
Preparedness	1	2	3	4	5
Communication skills	1	2	3	4	5
Attentiveness	1	2	3	4	5
Comfort level with training material	1	2	3	4	5
Ability to engage participants	1	2	3	4	5

*Thank you! Your comments, suggestions, and feedback are important to us and will help us to improve future workshops*



# Annex 8:

## Consent Form

**This form should be read to the interviewee client or guardian in their first language. It should be clearly explained to the interviewee client that she / he can choose any or none of the options listed.**

I ..... give my permission for .....  
Name of the interviewee client or guardian Name of Your Organization, Media outlet or Journalist

to share information I have reported to them as explained and agreed below:

I accept that the following information to be published (Tick all that apply)

- My name
- My age
- My photo
- The place where I live
- Others if any (specify) .....
- .....
- .....
- None of the above

I understand that in giving my authorization below, I am giving .....  
Name of Your Organization

permission to share my story on .....  
Specify: print, website, TV, social media or/and event and in which language

and it will be used for .....  
Objective of reporting the story

I have been informed and understand that some non-identifiable information will be shared for reporting. Any information shared will not be specific to me, unless specified as above.

I understand that the story will be documented following the UNFPA nine principles of reporting on sensitive issues. Such as, respecting privacy and assuring confidentiality, accuracy and impartiality

I understand that sharing my story means, I will contribute to help other women and girls who are facing the same circumstances.

**Signature** .....  
(or parent/guardian if client is under 18)

**Location** ..... **Country** .....

**Date** ..... **Contact number (optional)** .....







United Nations Population Fund

UNFPA, United Nations Population Fund: Delivering a world where every pregnancy is wanted, every childbirth is safe and every young person's potential fulfilled.

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