

POPF 8639 Course Information and Syllabus
Gender-based Violence in Complex Emergencies: Issues and Interventions
April 15-16 & 22-23, 2016

Fridays 1-4:50pm (break 3-3:30pm)
Saturdays 9am-3:50pm (break 12:30-1:30pm)
Hammer LL203

Instructor

Alina Potts, MPH

ap2707@cumc.columbia.edu

347.346.2851

Office Hours: by appointment

Teaching Assistant

Anne Neuendorf

amn2178@cumc.columbia.edu

Course objectives

Students who successfully complete this course will be able to:

- Assess risk factors associated with gender-based violence in complex emergencies
 - Explain the history and evolution of GBV in humanitarian settings
 - Discuss how gender-based violence is defined and how this impacts project design
 - Describe the root causes, contributing factors and types of gender-based violence in complex emergencies
 - List health and psychosocial consequences of GBV
- Understand the different components of interventions to ensure displaced populations are safe from sexual and physical violence
 - Describe the elements of a comprehensive approach to addressing GBV
 - Describe the responsibility of different humanitarian actors in a multi-sectoral approach to addressing GBV
 - Analyze and critique existing GBV programs in humanitarian settings
 - Explain the role of the UN cluster system in coordination of interventions to address GBV
 - Discuss ethical considerations around data collection
 - Explain which data collection tools can be used during which part of the project cycle
 - Discuss ways to address real-time coordination challenges in a complex emergency
- Reflect on emerging issues in the field of gender-based violence in complex emergencies
 - Assess the ethics of an approach to data collection
 - Compare and contrast methods for collecting data about GBV (e.g. rapid assessments, surveys, the neighborhood method)
 - Discuss the impact of recent UN security council resolutions on sexual violence in conflict and donor initiatives (e.g. DFID's *What Works*)
 - Discuss programming to meet the needs of male survivors
 - Discuss the role of men in stopping violence against women and girls

Course description

This course, taught in the executive class format over two weekends, explores the socio-cultural and political factors that contribute to the existence of gender-based violence and which lead to an increased occurrence of acts of gender-based violence in complex emergencies, including conflict zones and natural disasters. Students will explore Inter Agency Standing Committee Guidelines (IASC) for effective programming and discuss contemporary research on considerations for designing interventions. Students will develop a practical understanding of effective interventions for preventing and responding to violence against women and girls in different phases of complex emergencies. Specifically, students will learn a conceptual and practical framework for preventing and responding to GBV. This will include looking at the multi-sectoral model as described in international standards for programming and by the International Rescue Committee's field-tested GBV Emergency Response & Preparedness Model. Discussions will focus on the role of the State, the United Nations, national/international non-governmental organizations and civil society actors in addressing GBV in emergencies, the role of effective coordination among humanitarian agencies; and how the voices of women and girls drive programming.

Upon successful completion of the course, students will be able to design an intervention to address gender-based violence in different phases of a complex emergency and to adapt data collection and research methods as appropriate to GBV programming needs.

Approaches to Teaching and Learning

Course concepts are taught through lecture and engaged discussion on class readings as well as the content of the lecture. Students will apply concepts in class through small group exercises and case studies. There will be at least one guest lecture during the two week period to enrich class learning and discussion.

Assignments and Criteria for Evaluation

Students' conceptual understandings and knowledge will be assessed through their participation in class, short papers relating to the readings, and a final paper, as follows:

1. Class participation (35%)

This grade is based on contributions to class discussion, active participation in group exercises and class attendance.

2. Completion of GBV in Emergencies e-Learning modules due 15 April (15%)

Complete Modules 1 through 4 of the "Managing Gender-Based Violence Programmes in Emergencies" e-Learning course developed by the United Nations Population Fund (UNFPA) and World Education, Inc, which can be found at: <https://extranet.unfpa.org/Apps/GBVinEmergencies/index.html>. The course can be completed in English, French or Spanish. The full e-Learning course should take approximately two and one half hours. You will be required to complete all four modules before the first day of class. Please email Anne Neuendorf (amn2178@cumc.columbia.edu) a copy of your certificate of completion or bring it with you to class on April 15.

3. Final group project to be presented in-class on 23 April (50%)

The final group project provides students with the opportunity to apply concepts and tools discussed in the class. Students will select one of three scenarios as their starting point. These scenarios will include an overview of the emergency context (i.e. news reports and actual assessments undertaken in real emergencies). Based on class readings, discussions, and key resources and tools, students will be asked to design a GBV response—including any data collection activities necessary to inform programming decisions.

This will be an active learning exercise in which all participants are invited to discuss whether the programming meets international guidelines, to ask questions, and/or to provide suggestions for improvement (as might happen in an inter-agency or donor meeting!). The scenarios, along with guiding questions and grading criteria, will be provided during the April 16th class.

Powerpoints or other materials developed for the final group project should be emailed to the instructor (cc'ing the teaching assistant) by 11:59pm on April 25th. These materials will be posted on CourseWorks for the benefit of the class.

Mailman School Policies and Expectations

Students and faculty have a shared commitment to the School's mission, values and oath.

<http://mailman.columbia.edu/about-us/school-mission/>

Academic Integrity

Students are required to adhere to the Mailman School Honor Code, available online at

<http://mailman.columbia.edu/honorcode>.

Disability Access

In order to receive disability-related academic accommodations, students must first be registered with the Office of Disability Services (ODS). Students who have, or think they may have a disability are invited to contact ODS for a confidential discussion at 212.854.2388 (V) 212.854.2378 (TTY), or by email at disability@columbia.edu. If you have already registered with ODS, please speak to your instructor to ensure that s/he has been notified of your recommended accommodations by Lillian Morales (lm31@columbia.edu), the School's liaison to the Office of Disability Services.

Overview of Course Topics, Readings and Key Resources

Class I: April 15, 2016 (1-5pm)

Part I: Introduction to Gender-based Violence (GBV) in Complex Emergencies

Introductions and expectations

Overview of course

- Understanding complex emergencies
- What is gender-based violence? Exploring root causes, contributing factors, types of gender-based violence; gender-based violence throughout the life cycle.
- History and Evolution of gender-based violence programming in humanitarian settings.
- Reflection and analysis of terminology used (i.e., “gender-based violence” vs. “violence against women”)

In Class Film: Operation Fine Girl

The systematic use of rape against women and girls in conflicts around the world is one of the most shocking and under-reported war crimes, and its use in the ten year Sierra Leone Civil War was particularly brutal. "Operation Fine Girl" looks at the conflict through the stories of four survivors: three women who survived abduction, rape, and enslavement by rebel forces, and one young boy, abducted and forced to become a killer himself.

Required Readings

1. Read-Hamilton, S. (2014) *Gender-based violence: a confused and contested term*. Humanitarian Exchange #60 (London: ODI), p. 5-8.
 - Access this reading online: <http://odihpn.org/magazine/gender-based-violence-a-confused-and-contested-term/> or in the Humanitarian Exchange Special Feature (on CourseWorks in Part 3 Required Readings)
2. Garcia-Moreno, C., & Watts, C. (2011). Violence against women: an urgent public health priority. *Bulletin of the World Health Organization*, 89(1), 2.
3. Stark, L., & Ager, A. (2011). *A Systematic Review of Prevalence Studies of Gender-Based Violence in Complex Emergencies*. *Trauma, Violence, & Abuse*, 12(3), 127-134.

Optional Readings

- Heise, L. L. & Kotsadam, A. (2015). *Cross-national and multilevel correlates of partner violence: an analysis of data from population-based surveys*. *The Lancet Global Health* 3 (6), e332-e340
*Emma Fulu writes, “This is one of the first articles to systematically demonstrate that gender inequality is a key driver of population-level prevalence of violence against women.”
- Hossain, M.; Zimmerman, C.; & Kiss, L. et al. (2014). *Men’s and women’s experiences of violence and traumatic events in rural Cote d’Ivoire before, during and after a period of armed conflict*. *BMJ open* 4 (2).
- Devries, K.M.; Mak, J.Y.; & Garcia-Moreno, C. et al. (2013). *The global prevalence of intimate partner violence against women*. *Science* 340 (6140), 1527-1528.
- Ager, A., Boothby, N., Lehmann, H., Stark, L. & Warner, A. (2013). *Measuring the incidence and reporting of violence against women and girls in Liberia using the ‘neighborhood method’*. *Conflict and Health* 7 (20).
- Bradshaw, M. and Fordham, M. (2013) *Women, Girls and Disasters - A Review for DFID*. Accessed at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/236656/women-girls-disasters.pdf

- International Rescue Committee. (2012). *Let me not die before my time: Domestic Violence in West Africa*.
- Ayiera, E. (2010) *Sexual violence in conflict: A problematic international discourse*. *Feminist Africa* (14) p. 7-20.
- MacKinnon, C. (2007) *Are Women Human?* Accessed at: <http://www.nostatusquo.com/ACLU/mackinnon/mackinI.html>
- Watts & Zimmerman (2002). *Violence Against Women: global scope and magnitude*. *The Lancet*, (359), 1232-7.

Key Resources

*Note: Several older resources are included to give a historical perspective of the evolution of GBV in the humanitarian sector over the last 10-15 years)

- World Health Organization (2013) *Global and regional estimates of violence against women: Prevalence and health effects of intimate partner violence and non-partner sexual violence*. Accessed at: http://apps.who.int/iris/bitstream/10665/85239/1/9789241564625_eng.pdf?ua=1
- IASC (2006) *Inter-agency Standing Committee Gender Handbook in Humanitarian Action*. Accessed at: <https://interagencystandingcommittee.org/gender-and-humanitarian-action-0/documents-public/women-girls-boys-men-different-needs-equal-5>
- Vann, B. (2002) *Gender-Based Violence Emerging Issues in Programs Serving Displaced Populations*. Reproductive Health for Refugees Consortium. Accessed at: http://www.peacewomen.org/assets/file/Resources/NGO/Disp-VAW_GBVEmergingIssues_Vann_2002.pdf

Key websites that may be of use to you throughout the course – and in your work!

- GBV Area of Responsibility (AoR) <http://gbvaor.net/>
- IRC GBV Responders Website <http://gbvresponders.org/emergency-response-preparedness/>
- DFID What Works to Prevent Violence? <http://www.svri.org/WhatWorks.htm>
- Cassandra Complexity (blog) <https://cassandracomplexblog.wordpress.com/>
- VAWG Helpdesk <http://www.sddirect.org.uk/our-work/vawg-helpdesk/>

Part 2: A Multi-Sectoral Framework for Addressing GBV in Complex Emergencies

- Understanding the Impact of GBV at the Individual, Family and Community Level, the ecological model and how this influences program design in humanitarian settings.
- Discussion of the multi-sectoral approach, the responsibility of different humanitarian actors, and an introduction to the UN Cluster System.
- Discussion of standards for GBV interventions in humanitarian emergencies

Required Readings

1. Fulu, E. & Miedema, S. (2015). *Violence Against Women Globalizing the Integrated Ecological Model*. *Violence against women* 21 (12), 1431 – 1455.
2. Garcia-Moreno C, Zimmerman C, Morris-Gehring A, Heise L, Amin A, Abrahmas N, Montoya, O, Bhate-Desothali P, Kilonzo N, Watts C. (2014). *Addressing Violence Against Women: A Call to Action*. *The Lancet*.
3. *Please also familiarize yourself with the first key resource listed below (2015 IASC GBV Guidelines)*

Optional Readings

- Annan, J., Bass, J., Bolton, P., Cetinoglu, T., Griffiths, S., Kaysen, D., Murray, L., Murray, S. and Wachter, K. (2013) *Controlled trial of psychotherapy for Congolese survivors of sexual violence*. The New England Journal of Medicine 368 (23), pp. 2182-2191.
- Jessen, A. (2013) *The Government of Turkey and Syrian Refugees: A gender assessment of humanitarian assistance programming*. Georgetown University Institute for Women, Peace and Security: Washington, D.C.
- Watts, C., Foss, A., Hossain, M., Zimmerman, C., von Simson, R., & Klot, J. (2010). *Sexual violence and conflict in Africa: prevalence and potential impact on HIV incidence*. Sexually Transmitted Infections, 86(3), 93-99.
- Annan, J., & Brier, M. (2010). *The risk of return: Intimate partner violence in Northern Uganda's armed conflict*. Social Science & Medicine, 70, 152-159.
- Medecins Sans Frontieres (MSF). (2009). *Shattered Lives, Immediate Medical Care Vital for Sexual Violence Victims*.
- Henttonen, M., Watts, C., Roberts, B., Kaducu, F., & Borchert, M. (2008). *Health Services for Survivors of Gender-Based Violence in Northern Uganda: A Qualitative Study*. Reproductive Health Matters, 16(31), 122-131.

Key Resources

- IASC. (2015) *Inter-agency Standing Committee Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action*.
- World Health Organization. (2013). *Responding to intimate partner violence and sexual violence against women: WHO clinical and policy guidelines*. Accessed at: http://apps.who.int/iris/bitstream/10665/85240/1/9789241548595_eng.pdf?ua=1
- UNHCR Division of International Protection. (2011). *Action against Sexual and Gender-Based Violence: An Updated Strategy*.
- UNHCR. (2003). *Sexual and Gender-based Violence against Refugees, Returnees and Internally Displaced Persons: Guidelines for Prevention and Response*.
- **Previous version of the IASC GBV Guidelines:** IASC. (2006). *Gender-based Violence Interventions in Humanitarian Settings Focusing on Prevention of and Response to Sexual Violence in Emergencies*.

Class 2: April 16, 2016 (9am-4pm)

Part 3: Designing and Implementing Gender based Violence Interventions in an Emergency Response Model

- Discuss the structural, systemic, and individual level of interventions.
- Review and discuss an emergency response and preparedness model.
- Review and discuss the application of the IASC standards for psychosocial and health response and how these relate to survivors accessing appropriate services in a safe and timely manner

Required Readings

1. Potts, A., and Zuco, V. (2014) *If GBV programming is essential in emergencies, how do we do it? Developing a model to operationalise existing guidance*. Pages 10-12 in: Humanitarian Practice Network. "Special Feature: Gender-Based Violence in Emergencies." Humanitarian Exchange, Issue 60. (London: ODI)

2. Please also familiarize yourself with the five key resources listed below:
 - IRC GBV Emergency Response & Preparedness handbook and website
 - IRC/UCLA Clinical Care for Sexual Assault Survivor's facilitator's guide
 - IRC/UNICEF Caring for Child Survivors guidelines
 - IASC Guidelines on Mental Health and Psychosocial Support
 - WHO/UNHCR CMR Guidelines

Optional Readings

- The rest of the articles in Humanitarian Practice Network. (2014). *Special Issue: Gender-Based Violence in Emergencies*. Humanitarian Exchange, Issue 60. (London: ODI)
 - HPN Network Paper 77, *Preventing and responding to gender-based violence in humanitarian crises*.
 - Panel discussion (recording of a live-streamed event) can be viewed online at: <http://www.odi.org/events/3855-gender-based-violence-gbv-humanitarian-crises>
- Garcia Moreno, C., Greene, M., Mergenthaler, C., van Ommeren, M., Stavrou, V., and Tol, W. (2013) *Sexual and gender-based violence in areas of armed conflict: a systematic review of mental health and psychosocial support interventions*. *Conflict and Health* 7 (16).
- Ho, L., Langston, A., Mankani, N., Perera, D., Shivshanker, A. and Smith, J. (2013) *Clinical care for sexual assault survivors multimedia training: a mixed-methods study of effect on healthcare providers attitudes, knowledge, confidence, and practice in humanitarian settings*. *Conflict and Health*, 7(14).
- DFID (2015). DFID Guidance Note on addressing Violence against women and girls (VAWG) in health programming. Available online at: <https://www.gov.uk/government/publications/violence-against-women-and-girls-addressing-violence-against-women-and-girls-in-health-programming>

Key Resources

- International Rescue Committee (2013) GBV Emergency Response & Preparedness Handbook (on CourseWorks and available on the IRC GBV Responders website)
 - GBV Assessment Tools and Examples of Rapid Assessments (see folders in CourseWorks)
- International Rescue Committee and UNICEF. (2012) *Caring for Child Survivors of Sexual Abuse: Guidelines for health and psychosocial service providers in humanitarian settings*. Accessed at: <http://cpwg.net/?get=005355|2013/08/IRC-UNICEF-2012-Caring-for-Child-Survivors-of-Sexual-Abuse.pdf>
- International Rescue Committee and UCLA Center for International Medicine (2008). *Clinical Care for Sexual Assault Survivors. Website: <http://cim.ucla.edu/clinical-care-for-sexual-assault-survivors.html> Facilitator's Guide* (on CourseWorks and accessible online at: <http://gbvaor.net/wp-content/uploads/sites/3/2012/10/Clinical-Care-for-Sexual-Assault-Survivors-A-multi-media-Training-tool-IRC-2009.pdf>)
- IASC. (2007). *IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings*.
- WHO/UNHCR. (2004). *Clinical management of survivors of rape: developing protocols for use with refugees and internally displaced persons*. (Also available in Arabic and French)

Part 4: Promising Practices to Addressing GBV in Complex Emergencies

- A case study of a research project in DRC focused on the psychosocial and socioeconomic well being of survivors.
- Gender norms, economic interventions and risk reduction in emergencies
- Transforming gender biases in emergency and post conflict settings

Required Readings

1. Ellsberg, M.; Arango, D.J.; & Morton, M. et al. (2015). *Prevention of violence against women and girls: what does the evidence say?* The Lancet 385 (9977), 1555-1566.
2. Adogu, C., Powell Davies, G., Ranmuthugala, G., Spangaro, J., Steinacker, L. and Zwi, A. (May 2013) *What evidence exists for initiatives to reduce risk and incidence of sexual violence in armed conflict and other humanitarian crises? A systematic review.* PLOS One 8 (5).

Optional Readings

- Pettifor et al (2015). *A cluster randomized-controlled trial of a community mobilization intervention to change gender norms and reduce HIV risk in rural South Africa: study design and intervention.* BMC Public Health, 15, pp. 752-759
- Gupta, J., Falb, K., Lehmann, H., Kpebo, D., Xuan, Z. Hossain, M., Zimmerman, Watts, C., and C. Annan, J. (2013) *Gender norms and economic empowerment intervention to reduce intimate partner violence against women in rural Cote d'Ivoire: a randomized controlled pilot study.* BMC International Health and Human Rights 13 (46).
- IRC and UNICEF. (2011). *Advancing the Field Caring for Child Survivors of Sexual Abuse in Humanitarian Settings: A Review of Promising Practices to Improve Case Management, Psychosocial & Mental Health Interventions, and Clinical Care for Child Survivors of Sexual Abuse.*
- DFID e-Learning and Reading Pack by Lori Heise & Karima Manji: *Social Norms* (2016)
 - <http://www.gsdrc.org/professional-dev/social-norms/>
 - Other reading packs are available including on VAWG by Emma Fulu (most of the readings highlighted here correspond to those in our syllabus)

Class 3: April 22, 2016 (1-5pm)

Part 5: The Role of Coordination in Addressing GBV in Emergencies

- Understanding UN Coordination systems at the international and national level.
- The role of the GBV Area of Responsibility
- Strategies for effective coordination
- Challenges to coordination in a complex emergency
- Understanding the role of the UN Security Council Resolutions with a focus on SC Resolutions 1325, 1820 and 1888.

Required Readings

**None, but please familiarize yourself with the resources below, especially sections 2 and 3 of the GBV Coordination Handbook.*

Optional Reading

- Security Council Resolution 1325, 1820, and 1888
- IRC (2014) *Are We Listening? Acting on Our Commitments to Women and Girls Affected by the Syrian Conflict.*

Key Resources

- Gender-based Violence Area of Responsibility Working Group. (2010). *Handbook for Coordination of Gender Based Violence Interventions in Humanitarian Settings.*

- GBV Area of Responsibility (AoR) website: <http://gbvaor.net/>

Part 6: Ethical considerations for monitoring, evaluating, and conducting research on GBV in emergencies and using that information for programming and advocacy.

- The value and the risk of research on GBV in emergencies.
- Best practices for reducing risk to survivors while conducting research
- The InterAgency GBV Information Management System and its role in program design
- Using research finding to improve GBV interventions

Required Readings

1. Palermo, Bleck and Peterman. (September 2013) *Tip of the iceberg: Reporting and gender-based violence in developing countries*. American Journal of Epidemiology.
2. Please familiarize yourself with the first two key resources below:
 - a. WHO Ethical & Safety Recommendations
 - b. Ethical Research Involving Children (ERIC)

Optional Readings

- International Rescue Committee (2012). *Lifesaving not optional: Protecting women and girls from violence in emergencies*. Ditchley Park Conference, 2012. Accessed at: <https://www.rescue-uk.org/sites/default/files/Lifesaving%20not%20optional.%20Protecting%20women%20and%20girls%20from%20violence%20in%20emergencies%20FINAL.pdf>
- Stark, L. Roberts, L., Acham, A., Boothby, N., Ager, A. (2010). *Measuring violence against women amidst war and displacement in northern Uganda*. The Journal of Epidemiology and Community Health, 64(12).
- Michelle Hynes, Jeanne Ward, Kathryn Robertson, Chad Crouse, “A Determination of the Prevalence of Gender-based Violence among Conflict-affected Populations in East Timor”, *Disasters*, 2004, 289(3): 294-321.

Key Resources

- WHO. (2007). *WHO Ethical and safety recommendations for researching, documenting and monitoring sexual violence in emergencies*.
- Graham, A., Powell, M., Taylor, N., Anderson, D. & Fitzgerald, R. (2013). *Ethical Research Involving Children*. Florence: UNICEF Office of Research - Innocenti. (also available in French, Spanish, Korean)
 - ERIC website: <http://childethics.com/>
- Ellsberg M, and Heise L. (2005) *Researching Violence Against Women: A Practical Guide for Researchers and Activists*. Washington DC, United States: World Health Organization, PATH. Read Chapter 1, 2 and 14.
- Review the GBV IMS history and tools at <http://www.gbvims.org/what-is-gbvims/where-gbvims-is/>
- RHRC (2003). *Gender-Based Violence Tools Manual for Assessment, Program Design, Monitoring and Evaluation*. New York. Find online at: <https://www.humanitarianresponse.info/en/operations/afghanistan/document/gender-based-violence-tools-manual-assessment-program-design>

Class 4: April 23, 2016 (9am-4pm)

Part 7: Emerging Issues in GBV Programming in Complex Emergencies

- Adolescent Girls – getting upstream of the problem
- The intersection of VAW and VAC (violence against children)
- Discuss programming to meet the needs of male survivors in complex emergencies.
- Discuss the role of men in stopping violence against women and girls

Required Readings

1. Kyegombe, N., Abramsky, T., Devries, K., Michau, L., Nakuti, J., Starmann, E., Musuya, T., Heise, L., and Watts, C. (2015) *What is the potential for interventions designed to prevent violence against women to reduce children's exposure to violence? Findings from the SASA! study, Kampala, Uganda, Child Abuse & Neglect, Volume 50, Pages 128-140.*
2. Women's Refugee Commission. (2014). *I'm Here: Adolescent Girls in Emergencies: Approach and tools for improved programming, Executive Summary and the I'm Here Approach.*
3. Jewkes R, Flood M, Lang, James. *From Work with Men and Boys to Changes of Social Norms and Reduction of Inequities in Gender Relations: A Conceptual Shift in Prevention of Violence Against Women and Girls.* The Lancet, November 2014.

Optional Readings

- Fulu, E., Warner, X., Miedema, S., Jewkes, R., Roselli, T. and Lang, J. (2013). *Why Do Some Men Use Violence Against Women and How Can We Prevent It? Summary Report of Quantitative Findings from the United Nations Multi-country Study on Men and Violence in Asia and the Pacific.* Bangkok: UNDP, UNFPA, UN Women and UNV.
 - Many other resources available at: www.partners4prevention.org
- Jewkes, R.; Fulu, E; Roselli, T; & Garcia-Moreno, C. (2013). *Prevalence of and factors associated with non-partner rape perpetration: findings from the UN multi-country cross-sectional study on men and violence in Asia and the Pacific.* The Lancet Global Health 1 (4), e208-e218.
- World Humanitarian Summit: <https://www.worldhumanitariansummit.org/>

Key Resource

- Further resources from Women's Refugee Commission's "I'm Here: Adolescent Girls in Emergencies" project including Full Report, Tools, Field Tests from Turkey and South Sudan online at <https://www.womensrefugeecommission.org/resources/document/1078-i-m-here-report-final-pdf>