



# EMPOWER SUPERVISION TOOL

## Individual capacity assessment for GBV prevention staff

**DATE:**

**LOCATION (NAME OF CAMP/SETTING/  
COMMUNITY/TOWN):**

**NAME OF SUPERVISOR:**

**ROLE OF SUPERVISOR:**

**NAME OF PREVENTION STAFF:**

**ROLE OF PREVENTION STAFF:**

**TRANSLATION NECESSARY**

No

Yes

The translation was from

*Language*

to

*Language*

## Individual capacity assessment for GBV prevention staff

	<b>KNOWLEDGE COMPETENCY AREA</b>	<b>SCORING CRITERIA</b>	<b>ANSWER</b>	<b>MET 2 pts</b>	<b>PARTIALLY MET 1 pts</b>	<b>NOT MET 0 pts</b>
1	What is prevention?	Staff should provide the comprehensive definition for full score				
2	Why is it important for GBV programs to focus on preventing GBV in emergencies?	Staff should mention at least 2 reasons to get the full score				
3	What are the key GBV prevention programming approaches?	Staff should mention at least 4 approaches to get the full score				

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<b>4</b>	What are the 6 types of GBV?	Staff should mention at least 4 examples to get the full score				

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5	Explain the following three components of GBV prevention programming in emergencies:  a Regularly undertake assessments and consultations  b Direct risk reduction / mitigation actions  c Advocacy	Staff must explain the three components (regardless of how detailed) in order to get full score				

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	<b>KNOWLEDGE COMPETENCY AREA</b>	<b>SCORING CRITERIA</b>	<b>ANSWER</b>	<b>MET 2 pts</b>	<b>PARTIALLY MET 1 pts</b>	<b>NOT MET 0 pts</b>
<b>6</b>	What are best practice principles of prevention	Staff should mention all principles for full score				
<b>7</b>	What are some principles of women centered programming?	Staff should mention at least 3 principles to get the full score				

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	<b>KNOWLEDGE COMPETENCY AREA</b>	<b>SCORING CRITERIA</b>	<b>ANSWER</b>	<b>MET 2 pts</b>	<b>PARTIALLY MET 1 pts</b>	<b>NOT MET 0 pts</b>
<b>8</b>	What do these principles look like when applied in prevention programming?	Staff should mention at least 3 examples to get the full score				
<b>9</b>	How do we meet women's and girls' safety needs in an acute emergency according to the following risks:  a Risks involving unmet needs  b Risks involving their living space:  c Risks involving general safety when doing routine activities  d Risks associated with being unaware or not knowing	For each risk the supervisor decides to ask about a correct answer must be provided for full score				

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	<b>KNOWLEDGE COMPETENCY AREA</b>	<b>SCORING CRITERIA</b>	<b>ANSWER</b>	<b>MET 2 pts</b>	<b>PARTIALLY MET 1 pts</b>	<b>NOT MET 0 pts</b>
10	What is an intersectional approach and why is it important for prevention programming?	Staff should provide the comprehensive definition for full score				
11	Explain the steps you would take if a woman or girl reported to you a safeguarding issue occurring within the GBV program	Staff should mention at least 5 examples to get the full score				

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	<b>KNOWLEDGE COMPETENCY AREA</b>	<b>SCORING CRITERIA</b>	<b>ANSWER</b>	<b>MET 2 pts</b>	<b>PARTIALLY MET 1 pts</b>	<b>NOT MET 0 pts</b>
<b>12</b>	During an information dissemination session, a woman starts disclosing a personal GBV incident. As a facilitator, what would you do?	Staff should mention at least 3 examples to get the full score				
<b>13</b>	What would you do if you don't know the answer to questions asked by women and girls in a group setting?	Staff should provide at least 3 examples for full score				



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	<b>KNOWLEDGE COMPETENCY AREA</b>	<b>SCORING CRITERIA</b>	<b>ANSWER</b>	<b>MET 2 pts</b>	<b>PARTIALLY MET 1 pts</b>	<b>NOT MET 0 pts</b>
14	During an emergency what should you be concerned about when conducting outreach to women and girls?	Staff should provide at least three examples for full score				
15	How can prevention staff demonstrate accountability to women and girls through their role in programming as well as personal accountability towards preventing violence against women and girls?	Staff should provide at least three examples for full score				

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	<b>KNOWLEDGE COMPETENCY AREA</b>	<b>SCORING CRITERIA</b>	<b>ANSWER</b>	<b>MET 2 pts</b>	<b>PARTIALLY MET 1 pts</b>	<b>NOT MET 0 pts</b>
<b>16</b>	If a harmful attitude, belief, or behavior occurs during a community discussion, what are the steps to follow?	Staff should provide at least 3 examples for full score				

**Individual capacity assessment for GBV prevention staff**

<b>QUESTIONS</b>	<b>MET 2 pts</b>	<b>PARTIALLY MET 1 pts</b>	<b>NOT MET 0 pts</b>
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16			

<b>SUBTOTAL SCORE</b>			
<b>TOTAL SCORE</b>			



# EMPOWER SUPERVISION TOOL Individual capacity assessment for GBV prevention staff

**[annotated]**

Below is the annotated Individual capacity assessment - this annotated tool includes “possible answers” for the template provided above. Remember any changes made in this template should be mirrored in the blank tool above .

## Individual capacity assessment for GBV prevention staff

KNOWLEDGE COMPETENCY AREA	SCORING CRITERIA	POSSIBLE ANSWERS (additional answers can be identified by the supervisor)	MET 2 pts	PARTIALLY MET 1 pts	NOT MET 0 pts
1	What is prevention?	Staff should provide the comprehensive definition for full score	<ul style="list-style-type: none"> <li>» In its simplest form, preventing violence against women and girls means reducing the number of new cases of violence.</li> <li>» A more robust definition understands prevention as more than just an absence of violence, but as an expansion of women's assets and power.</li> <li>» Prevention programming works towards stopping acts of violence, while building the conditions communities need to live free from violence against women and girls, both in the short and long-term.</li> </ul>		
2	Why is it important for GBV programs to focus on preventing GBV in emergencies?	Staff should mention at least 2 reasons to get the full score	<ul style="list-style-type: none"> <li>» Prevention programming addresses the underlying causes of the violence women and girls experience, risk factors and situational triggers either individually or in combination across the different levels of the socio-ecological model.</li> <li>» Prevention in emergencies reduces risks of male violence faced by women and girls and supports survivors and to access essential care and services</li> <li>» Addressing the risks the women and girls face, and putting in measures to reduce those risks, is the responsibility of <i>all humanitarian actors</i>, authorities and community members.</li> </ul>		
3	What are the key GBV prevention programming approaches?	Staff should mention at least 4 approaches to get the full score	<p>Details for each found in EMPOWER</p> <ul style="list-style-type: none"> <li>» Empowering Women and Girls</li> <li>» Violence Risk Mitigation</li> <li>» Deterrence and Accountability</li> <li>» Long-term Behavior and Norm Change</li> </ul>		

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KNOWLEDGE COMPETENCY AREA	SCORING CRITERIA	POSSIBLE ANSWERS (additional answers can be identified by the supervisor)	MET 2 pts	PARTIALLY MET 1 pts	NOT MET 0 pts
4 What are the 6 types of GBV?	Staff should mention at least 4 examples to get the full score	<ul style="list-style-type: none"> <li>» <b>Rape:</b> 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.</li> <li>» <b>Sexual Assault:</b> any form of non-consensual sexual contact that does not result in or include penetration. Examples include: attempted rape, as well as unwanted kissing, fondling, or touching of genitalia and buttocks. FGM/C is an act of violence that impacts sexual organs, and as such should be classified as sexual assault. This incident type does not include rape, i.e., where penetration has occurred.</li> <li>» <b>Physical Assault:</b> an act of physical violence that is not sexual in nature. Examples include: hitting, slapping, choking, cutting, shoving, burning, shooting or use of any weapons, acid attacks or any other act that results in pain, discomfort or injury. This incident type does not include FGM/C.</li> <li>» <b>Forced Marriage:</b> the marriage of an individual against her or his will.</li> <li>» <b>Denial of Resources, Opportunities or Services:</b> denial of rightful access to economic resources/assets or livelihood opportunities, education, health or other social services. Examples include a widow prevented from receiving an inheritance, earnings forcibly taken by an intimate partner or family member, a woman prevented from using contraceptives, a girl prevented from attending school, etc. Reports of general poverty should not be recorded.</li> <li>» <b>Psychological / Emotional Abuse:</b> infliction of mental or emotional pain or injury. Examples include: threats of physical or sexual violence, intimidation, humiliation, forced isolation, stalking, verbal harassment, unwanted attention, remarks, gestures or written words of a sexual and/or menacing nature, destruction of cherished things, etc.</li> </ul>			

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<p>5 Explain the following three components of GBV prevention programming in emergencies:</p> <p>a Regularly undertake assessments and consultations</p> <p>b Direct risk reduction / mitigation actions</p> <p>c Advocacy</p>	<p>Staff must explain the three components (regardless of how detailed) in order to get full score</p>	<p><b>Regularly undertake assessments, and consultations:</b> To respond to changes in the environment and ensure that risk reduction activities are based on assessments and consultations with women and girls. These include:</p> <ul style="list-style-type: none"> <li>» Community observation through safety audits on safety and risks to women and girls</li> <li>» Assessing availability, standards and quality of services and support for women and girls, including survivors through service audits and mappings</li> <li>» Community consultations for trust and acceptance building with on-going community out-reach and involvement in risk reduction, mitigation, and basic prevention as well as feedback to women and girls, and the wider community, on actions taken, changes made, outstanding issues, challenges and next steps</li> </ul> <p><b>Direct action:</b> These are actions we directly deliver as part of the GBV programming to reduce and mitigate women's and girls' risks of GBV. These include:</p> <ul style="list-style-type: none"> <li>» Procurement of Materials and resources (i.e.: locks) / work with other sectors on improvements</li> <li>» Distribution of specific non-food item materials/material support (e.g., dignity kits, solar lamps, fuel-efficient stoves)</li> <li>» Actions with other actors and sectors such as the organization of firewood patrols and community patrol groups</li> <li>» Establishment of appropriate lighting in public places, locks on latrines, and safe space allocation for single female-headed households</li> </ul> <p><b>Advocacy:</b> We conduct advocacy on VAWG in emergencies with and for women and girls to improve their safety and increase access to quality services and support in different ways, including:</p> <ul style="list-style-type: none"> <li>» Participate in inter-sector/cluster coordination on women &amp; girls.</li> <li>» Advocate for and/or lead the distribution of context-appropriate material support for women &amp; girls</li> <li>» Advocate to other humanitarian actors for actions that reduce risks to women and girls in the immediate environment</li> <li>» Advocate for the establishment of GBV working group focal points to attend other sectoral meetings to ensure information exchange and follow up on concerns for women &amp; girls.</li> <li>» Disseminate VAWG action sheets to all other humanitarian sectors/clusters.</li> <li>» Advocate for the establishment of and training on PSEA protocols (including reporting protocols) for all humanitarian personnel (PSEA – prevention of sexual abuse and exploitation)</li> </ul>			

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<b>6</b>	What are best practice principles of prevention	Staff should mention all principles for full score	<p>More detail on each in EMPOWER</p> <ul style="list-style-type: none"> <li>» Prioritize the safety of women and girls</li> <li>» Use an intersectional gender-power analysis</li> <li>» Starts with ourselves.</li> <li>» Recognizes and reaches the diversity of women and girls</li> <li>» Centers the voices, power, and agency of women and adolescent girls</li> <li>» Recognize, engage and be accountable to women and girls experiencing multiple forms of discrimination</li> <li>» Reflect the specific context</li> <li>» Work in solidarity with women's rights organization</li> <li>» Is context specific</li> <li>» Engage communities in ways that are meaningful, creative and dynamic, asking questions rather than giving messages</li> </ul>			
<b>7</b>	What are some principles of women centered programming?	Staff should mention at least 3 principles to get the full score	<ul style="list-style-type: none"> <li>» Shaped by an understanding of women and girls realities</li> <li>» Focused on women and girls needs, interests, priorities and lived experiences</li> <li>» Recognizes and confronts the impact on women and girls lives of class, race, sexual orientation, disability, etc.</li> <li>» Underpinned by feminism and a feminist analysis of the world and anti-oppressive practice</li> <li>» Informed by an understanding of what works for women and girls</li> </ul>			



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8 What do these principles look like when applied in prevention programming?	Staff should mention at least 3 examples to get the full score	<ul style="list-style-type: none"> <li>» Build common understanding of women's and girl's experiences in close consultation with existing women's rights activists and women's movements and women and girls</li> <li>» Lead implementation of strategies according to actions and outcomes prioritized by women and girls</li> <li>» Establish reactive and proactive feedback channels which diverse women and girls prefer and proactively seek women's and girls' feedback throughout implementation</li> <li>» Have women and girls design and validate key messages and IEC material prior to disseminating in community</li> <li>» Challenge harmful and gender unequal attitudes, practices, and policies among humanitarian service providers</li> </ul>			
9 How do we meet women's and girls' safety needs in an acute emergency according to the following risks:	For each risk the supervisor decides to ask about a correct answer must be provided for full score	<ul style="list-style-type: none"> <li>» <b>Risks involving unmet needs:</b> The delivery of material-based support Hygiene or dignity kit assembly and distribution; distribution of solar flashlights; creation and distribution of fuel or fuel-efficient stoves; cash- and voucher-based assistance</li> <li>» <b>Risks involving their living space:</b> Physical layout of the settlement Safety audits; installation of lighting; distribution of ration cards to women; shelters include doors and locks; safe spaces for women and girls identified; female-headed households located near within the center of the camp/community; placement of water points, showers, and latrines</li> <li>» <b>Risks involving general safety when doing routine activities:</b> Adequate Safety and security Safety or community (patrol) teams/groups; firewood/water patrols or collection groups; community meetings with security sector personnel</li> <li>» <b>Risks associated with being unaware or not knowing:</b> The dissemination of info &amp; awareness; Establishment of community-based outreach teams; regular GBV education and awareness sessions; trainings and capacity building of community leaders or camp committees</li> <li>» <b>Risks associated with being left out of participation and decision making:</b> Women &amp; Girls fully engaged in programming</li> </ul>			
<ul style="list-style-type: none"> <li>a Risks involving unmet needs</li> <li>b Risks involving their living space:</li> <li>c Risks involving general safety when doing routine activities</li> <li>d Risks associated with being unaware or not knowing</li> </ul>					

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<p><b>10</b> What is an intersectional approach and why is it important for prevention programming?</p>	<p>Staff should provide the comprehensive definition for full score</p>	<ul style="list-style-type: none"> <li>» An intersectional approach analyses how women's experiences of violence are shaped by their race, ethnicity, class, sexuality, age, (dis)ability and geographic location as well as legacies of slavery, colonization, and ethnic conflict.</li> <li>» When understanding the causes of VAW, it is important to identify the ways in which gender inequality intersects with other sources of oppression and discrimination, power and privilege. These intersections can increase the risk, severity and/or frequency of experiencing violence for specific women.</li> <li>» This approach is essential to ensure that prevention initiatives are tailored to women's diverse needs and do not compound exclusion.</li> </ul>			
<p><b>11</b> Explain the steps you would take if a woman or girl reported to you a safeguarding issue occurring within the GBV program</p>	<p>Staff should mention at least 5 examples to get the full score</p>	<ul style="list-style-type: none"> <li>» Find a private space to discuss</li> <li>» Tell her/him s/he did a great job in reporting.</li> <li>» Explain that you will do your best to treat the issue with privacy and respect but you have to report this issue to the appointed focal point and explain exactly what you will do and what information you have to report.</li> <li>» Explain to her/him how the response mechanisms function.</li> <li>» Explain that s/he does not need to disclose her/his name if she does not want to, but that limits the capacity of carrying out the investigation.</li> <li>» Explain possible consequences for her/him.</li> <li>» Explain consequences for the perpetrator.</li> <li>» Listen carefully.</li> <li>» Believe her/him.</li> <li>» Take the issue seriously.</li> <li>» File and report the case confidentially and timely.</li> <li>» Ensure s/he gets the services and the support s/he needs.</li> </ul>			

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<p><b>12</b> During an information dissemination session, a woman starts disclosing a personal GBV incident. As a facilitator, what would you do?</p>	<p>Staff should mention at least 3 examples to get the full score</p>	<ul style="list-style-type: none"> <li>» Remind yourself that a survivor has the right to disclose anywhere she feels comfortable.</li> <li>» Listen and don't interrupt.</li> <li>» Show empathy.</li> <li>» When disclosure finishes, validate what happened to her (e.g. 'many women in your situation would feel angry').</li> <li>» When disclosure finishes, use healing statements (e.g. 'we are sorry for what happened to you').</li> <li>» Provide general information on services available in case she, or any other woman, wants to receive specialized support.</li> <li>» Ask the survivor if she would like to talk to you after the session and if she is ok in parking the conversation for the moment.</li> <li>» At the end of the session, bilaterally provide all information on services and support possibilities.</li> <li>» Ask for her verbal consent and refer her to specialized services if given.</li> </ul>			
<p><b>13</b> What would you do if you don't know the answer to questions asked by women and girls in a group setting?</p>	<p>Staff should provide at least 3 examples for full score</p>	<ul style="list-style-type: none"> <li>» Do not make up arguments to show your knowledge.</li> <li>» Do not pretend you didn't hear the question.</li> <li>» Be as honest as you can.</li> <li>» Ask if there is any woman, girl or colleague present who has more information about it.</li> <li>» Commit to inform yourself and to be prepared on that topic for the next session.</li> <li>» Commit to properly prepare for all relevant topics before delivering the activity.</li> </ul>			

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<p><b>14</b> During an emergency what should you be concerned about when conducting outreach to women and girls?</p>	<p>Staff should provide at least three examples for full score</p>	<ul style="list-style-type: none"> <li>» Risk versus benefit for women and girls participating and their safety</li> <li>» Safety of Staff</li> <li>» Diverse women's and girl's preferred availability</li> <li>» Power dynamics inter and intra diverse groups</li> <li>» Focused messaging on availability and access to response services for survivors and overall humanitarian services for women and girls</li> </ul>			
<p><b>15</b> How can prevention staff demonstrate accountability to women and girls through their role in programming as well as personal accountability towards preventing violence against women and girls?</p>	<p>Staff should provide at least three examples for full score</p>	<ul style="list-style-type: none"> <li>» Listen to women and take what they say seriously.</li> <li>» Believe women about their lived experiences.</li> <li>» Name men's violence against women and girls as a critical issue.</li> <li>» Continually recognize and transform your own harmful attitudes, beliefs, behaviors, and male privilege.</li> <li>» Understand how male power and privilege operate in your community.</li> <li>» Support the leadership of women.</li> <li>» Talk with other people about sexism and violence against women and girls.</li> <li>» Speak out against harm and model change for other men.</li> </ul>			

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16 If a harmful attitude, belief, or behavior occurs during a community discussion, what are the steps to follow?	Staff should provide at least 3 examples for full score	<p><b>STEP 1: Ask for clarification / Learn why they have that opinion</b></p> <ul style="list-style-type: none"> <li>» Summarize back the statement or comment» Identify to yourself which of the “Common Resistance Reactions” is being expressed by the harmful statement or action “Thank you for sharing your opinion with us. Can you tell us why you feel that way?”“So it sounds like you are saying...is that correct?”</li> </ul> <p><b>STEP 2: Seek an alternative opinion / Involve Others</b></p> <ul style="list-style-type: none"> <li>» Send the question back to the group using an open method. For example: “What do the rest of you think of that phrase (or this attitude)?” “To me that sentence sounds like victim-blaming. What do the rest of you think?”</li> </ul> <p><b>STEP 3: If nobody offers an alternative opinion, provide one</b></p> <ul style="list-style-type: none"> <li>» “I know that a lot of people would never agree with that statement. Many of the men and women I know feel that the rapist is the only person to blame for a rape and that we all have a responsibility to respect other people’s right to say “no” to sexual activity.”</li> </ul> <p><b>STEP 4: Connect back to prevention programming</b></p> <ul style="list-style-type: none"> <li>» Remember that these views and harmful beliefs are the reason that the prevention intervention exists! When a harmful comment is expressed, use it as an opportunity to reinforce the key concepts within GBV programming. For example: “How do you think this idea come about? Who taught us these ideas?” “How does this idea relate to what we are taught about being a man and what we have been taught about women?” “How does this idea reinforce power and privilege of men?” “Are these ideas harmful to the safety of women and girls?”</li> </ul> <p><b>STEP 5: Offer facts that support a different point of view and emphasize a helpful perspective.</b></p> <ul style="list-style-type: none"> <li>» Sometimes there are laws that can support a position but the law may not be recognized within the country or community. If you are going to reference a law, please ensure it is recognized in the community.</li> <li>» “The law says that every person has right to say “no” to sex, and the rapist is the only person to be blamed. I agree with this and as a man, I think it is important that we respect a woman’s choice to make her own decisions about sex. It does not matter what a woman wears or does, she has the right not to be raped.”</li> <li>» Please note that it is very unlikely that the participant will openly change his opinion even after you use these five steps to address the statement. But by challenging the statement, you have provided an alternative point of view that the participant may consider and hopefully adopt later. You have also demonstrated accountability to women and girls and offered a different leadership model</li> </ul>			