Building resilience with refugees

A gender sensitive perspective

In some societies, women and girls face discrimination and inequalities, a problem that is often heightened in a context of displacement, where they make up around half of the refugee population and one in five will experience sexual violence. Furthermore, in conservative societies women and girls that provide, make decisions and are mobile are usually seen as a threat to normative masculinities, which can lead not only to sexual and physical violence, but to economic and legal violence that restricts their movement and personal agency. This situation prevents women from participating in, contributing and benefiting from social programmes, which can be addressed by initiatives by embracing a gender sensitive perspective.

Gender sensitive policies and programmes identify gender inequalities as an obstacle and promote measures to reduce this gap, providing services that address both men and women's needs according to their social, cultural or geographical context. Broadly, the barriers to women´s participation and inclusion that can be encountered are related to traditional gender roles in the household, including childcare, illiteracy or low educational level, security concerns and discriminatory attitudes.

Initiatives that work to build resilience with refugees that adopt a gender sensitive perspective - both in emergency and resettlement settings - include this outlook throughout their projects, including assessment, planning, implementing, monitoring and evaluation and finally in the reporting. Some of the practical measures that they have implemented to address the barriers and the lessons learned are helpful, as a starting point, to build understanding and generate ideas for taking forward refugee settlement work in Aberdeen City. These include:

- Arrange activities at times that consider the daily schedule of women and girls in their households.
- Provide secure and affordable transport.
- Provide childcare and breastfeeding areas.
- Consider compensation for participation in case of any lost income.
- Plan for user-friendly activities, material and different communication strategies.
- Strengthen or encourage formation of local networks of women and girls and promote their inclusion in existing groups of the host community.
- To reach out appropriately it is key to identify formal and informal communication channels used by women.
- Prepare information tools and place relevant information in locations that women and girls have access to.
- Involve male and female staff in community outreach.
- Identify male allies that can act as equality champions, for example community or religious leaders.

- Having an active conversation about gender equality with the communities.
- Encourage discussion groups with men and women separately and then bring them together.
- If participation in an initiative adds to women's existing workload and they receive no compensation or payment, there is a need to prioritise social interaction and recreation through regular social events in which families could also attend.

As this is not an exhaustive list of strategies and actions, more content is available in the Appendix section, including further details on various projects, UNHCR publications and studies on the topic.

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Appendix

There are many examples of projects which have aimed to understand and increase resilience with refugee communities around the world. The following summaries of some of those projects largely focuses on gender-specific issues, with the hope that this can help build understanding and generate ideas for taking forward refugee settlement work in Aberdeen City.

1) **Learning from experience to advance gender equality, Promising practices in Asia. UNHCR, 2017.** Source: https://www.unhcr.org/uk/5c6d24434:
   - United Nations High Commissioner for Refugees (UNHCR) documents providing general guidance and useful tips to integrate a gender-sensitive approach in initiatives working with refugees.
   - "Gender equality is fundamental to the wellbeing and rights of all persons of concern, including refugees (…). To ensure gender equality and advance women's empowerment in its work, the UNHCR has adopted a complementary two-pronged approach. This includes mainstreaming age, gender and diversity (AGD) into policies, programmes and practices as well as pursuing targeted actions to address the specific needs and concerns of women and girls" (p.5).
   - The **Age, Gender and Diversity mainstreaming (AGD) approach** is the firm commitment of UNHCR to ensure that uniqueness is respected and that it is **located at the centre of decision making**.
   - Keep in mind:
     a) "Gender equality is not a measurement but a moving target whose progress we need to be able to track meaningfully" (p. 38), recognising that to achieve gender equality we need to listen to those we seek to support, as well as monitor progress and report analytically.
     b) "It is important to remember that **gender equality is intersectional**. We cannot expect to achieve gender equality if women and girls are not empowered socially, politically and economically. **Focusing on livelihoods without political empowerment will not create gender relations that are truly equitable**" (p. 38).
     c) **Champions for gender equality** are crucial. In successful projects "one or several individuals championed the cause of gender equality and understood that, to change social behaviour, it is necessary to have a **good understanding of power relations in the targeted community**" (p. 38).
     d) "Operational staff need to be trained to **contextualise programmes in the local environment**" (p. 38), recognising the specific needs of women and girls.

e) It is vital to understand that needs and capacities of the targeted population and especially women and girls can change over time. "**Responses must therefore be dynamic** to incorporate positive changes and include course correctors when challenges are met" (p. 38).

2) **Gender Equality Toolkit**. **UNHCR**, 2020. Source: https://www.unhcr.org/uk/5e5cd64a7:
   - **Examples of gender-sensitive integration into different phases of the programme cycle** (they give examples mainly in humanitarian emergencies, but rationale of several of them is still applicable in the UK):
     a) Examples for the **assessment phase**: **demographics** of the targeted population; **is affirmative action needed** so that women and girls can participate meaningfully?; what **special arrangements** are needed for females and males with specific needs? (e.g.: protection, mobility, privacy).
     b) Examples for the **planning phase**: **identify factors that hinder access**; physical access is adjusted to ensure participation; reach out to marginalised participants in the community; **consult women, girls, men and boys about times, frequency and location of programme activities**; adapt infrastructure; set **outreach teams to mobilise and reach potentially unreachable women and girls**. General process should lead to women and girls reporting their satisfaction with the access process and outreach methods.
     c) Examples for the **implementation phase**: male and female heads of households and single women and men have the same access; promptly **address obstacles to equal access**; **equal representation and participation** of women and men; to respond to gender based violence concerns implement **routine checks and discussions** with communities to ensure people feel comfortable with programme and mechanisms put in place to report.
     d) Examples for the **monitoring and evaluation stage**: monitoring and evaluation based on sex and age disaggregated data.
     e) Examples for the **reporting phase**: **female and male beneficiaries** of all ages are provided with timely and appropriate services and **benefit equally**; gender equality is promoted through support for protection mainstreaming by other services and activities; data collected through protection monitoring systems allow for a **gendered analysis** of the protection situation (risks, needs, incidents, trends) and for adapting the protection response accordingly; advocacy, awareness-raising, training and capacity building **project activities effectively integrate gender dimensions**; gender equality is promoted through greater gender-awareness among all project staff members.
   - How to assess levels of participation of women and girls: it is useful to start **mapping formal and informal community decision-making structures and processes** and check how involved are women and girls in them.

- "The **Ladder of Participation** is a useful tool to conceptualize and assess the quality of participation, not only for women but also for persons of concern" (p. 65), it includes 8 levels. This 'ladder' begins with **1) Non-participation**; **2) Tokenistic participation** (women and girls are invited to events but to not have a voice); **3) Information-sharing** (women and girls have access to information); **4) Extractive consultation** (women and girls are provided with opportunity to share their opinions on a project or other relevant initiatives which may or may not influence what happens next and there is no feedback); **5) Transparent consultation** (women and girls are provided with opportunity to share their opinion, which are taken seriously receiving feedback); **6) In the room, but not at the table** (women are invited to participate in formal and informal instances, but their contribution is lesser compared to another group at the table, such as men); **7) Collaboration in decision-making** (women are present in circles of decision-making and have the skills and possibility to influence decisions for their own benefit and of other women); **8) Meaningful participation** (women and girls are able to dictate the agenda equally to men and have resources to implement their decisions).

- Examples of **practical actions to address constraints and barriers for participation of women and girls**: Arrange activities at times that consider the daily schedule of women and girls and the distance they travel; compensation for participation in case of lost income; support community-based systems that free time for women and girls; provide childcare and breastfeeding areas; provide secure transport; accessible meeting facilities. It is also relevant to **consider illiteracy or low educational level** to plan for user-friendly activities and material and different communication strategies. **To address women feeling uncomfortable in public settings and sensitive topics** it is advisable to organise separate discussion groups for women; guarantee confidentiality of the shared information; use women facilitators; organise training to build confidence and public speaking abilities; strengthen or encourage formation of local networks of women and girls and promote their inclusion in existing groups of the host community. To **ensure reaching out to women and girls** it is advisable to identify formal and informal communication channels they use; encourage women community leaders and organisation to promote inclusive and comprehensive communication; prepare information tools; place relevant information in locations that women and girls have access to. **To address discriminatory attitudes and resistance to women participation** it is recommended to cooperate with community leaders and women's rights advocates; establish quotas for women's participation in decision making mechanisms; involve men and boys in gender equality awareness-raising initiatives at the community level; identify male allies (community and religious leaders, to act as gender equality champions). More examples are available in the document (p. 66-68).

3) **Gender and resilience**. Braced Knowledge Management, Le Masson, Norton and Wilkinson, 2015 Source: https://assets.publishing.service.gov.uk/media/57a0899040f0b6497400014c/Gender_and_Resilience_9890.pdf or https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/9890.pdf):

- This paper reviews different **approaches to incorporate gender equality objectives into resilience projects and to monitoring gender equality outcomes** (mainly in environmental related projects but the rationale is applicable to a broader range of projects that aim to build resilience).

- **"A gendered perspective** is not just concerned with women as an oppressed homogenous group, but **gives equal consideration to differences between men and women, and between women (or men) themselves in terms of their status, roles, problems and needs and according to their social, cultural or geographical contexts** (Carr and Thompson, 2014)" (p. 17).

- "If vulnerability and capacity assessments (VCAs) ignore inequalities and people's different needs, projects may fail to enhance people's livelihoods and therefore their resilience. They risk further marginalising those who suffer from a lack of access to decision-making or who experience discrimination, hence reinforcing inequalities between dominant and minority groups (Masika, 2002)", (p. 20, 21).

- Gender sensitive policies and programmes identify gender inequalities as an obstacle and promote measures to reduce these inequalities and **provide resources and services that address both men's and women's needs** (gender mainstreaming).

- Projects that incorporate gender mainstreaming aim to do so at different levels:

  a) Projects can aim to recognise gender-based differences (a first indicator of NGO engagement with gender issues in resilience projects is whether or not they carry out a **comparative gender analysis**) (p.31).

  b) **Projects target gendered needs**. NGOs may choose to work with both men and women but **implement different activities** in order to address different needs. You can address **practical needs** (e.g. childcare) in order to also address **strategic needs** in the long term (e.g. those related to gender divisions of labour). "Evidence in the literature suggests that women's increased access to income generating opportunities and employment have led to changing gender roles and relations, greater bargaining power at household and community levels and greater control over marriage decisions for younger women, as well as greater mobility and freedom" (p. 34).

  c) **Projects intend to produce transformations in gendered power relations**. For example, some projects have done it through fostering increased access to and control of capital for transforming unequal relationships and systems, empowering excluded and vulnerable groups through the **engagement of gatekeepers** or focusing on **inclusion as a necessary social dimension for household and community resilience**.

"However, NGOs are often reluctant to implement projects that will modify social dynamics in the communities they assist because of respect for cultures or in trying to avoid conflict" (p. 37).

d) **Projects monitor and evaluate gender-related outcomes**. "M&E of project outcomes will have to adequately reflect the gendered impact of the project and people's empowerment" (p. 38). "Provided a baseline survey was undertaken at the outset to document men's and women's (boy's and girl's) roles, needs, vulnerabilities and capacities, disaggregated M&E data can be used to help examine the impact of interventions on people's resilience and transformations in unjust power relations, as well as mutual reinforcement" (p. 39).

- **Tips to think of for project design**: "The design of the projects must rely on a clear understanding of context-specific gender norms and establish how the project activities intend to address, and even challenge, these norms in order to build people's resilience (…). **Engaging with different gender groups and grassroots organisations from the beginning will help the identification and implementation of gender-equitable activities**" (p. 47). All planned activities should consider the gender angle of their implementation and impact, not just those geared towards empowering women and girls.

- **Tips to think of for project implementation**: Ensuring there are funds to support gender-related activities. Establishing **mixed-gender field teams. Identifying the gatekeepers in households and local communities and engage them as allies** in the project. **Scheduling activities at times and places that are convenient for different gender groups**. Making sure that field coordinators, facilitators and translators communicate with women and men participants in a language in which they feel comfortable. Managing group dynamics and promoting the equal participation of all participants. **After discussions with women's and men's groups separately, bring groups together** to exchange and learn from people's different perspectives (p. 49-50).

- **Tips to think of for project monitoring:** Construct a sample of a size that the project M&E system can deal with and that includes both treatment and comparison communities. Within that sample, interview one man and one woman in the majority of households in a given community. In one household per community, interview all the men and women in order to assess the difference between the data thus generated and the rest (p. 51).

4) **Gender Analysis, The Situation of Refugees and Migrants in Greece.** Oxfam, 2016. Source: https://reliefweb.int/sites/reliefweb.int/files/resources/oxfam_gender_analysis_september2016.pdf):
   - This study focuses on migrants and refugees in Greece to better understand the different impacts of the situation on women and how humanitarian actors consider and address gender differences and inequalities within their response.

- Gender differences are among those often ignored and women refugees encounter considerable problems in meeting the definition and proving the status of refugees. "Despite the availability of tools and guidelines, humanitarian practical and policy responses often fail to include women's voice, to facilitate women's equal access to and benefit from interventions or prevent and respond to sexual and gender-based violence (SGBV). In some instances, they actively reinforce power imbalances by relying on a 'male breadwinner' assumption, or on consultations limited to male heads of households, and self-appointed community leaders and decision makers who are commonly men, thus ignoring the priorities and needs of women" (p. 6, 7).
- "Displacement can lead to changes in gender norms and the disruption of social and cultural practices, which opens opportunities for the promotion of gender equality" (p. 8).
- The majority of **women** in this study "**were observed carrying out traditional household chores**, with a particular emphasis on **caring for children"** (p. 20), **which in some cases, stopped women from participating in, contributing and benefiting from programmes.**
- "There are also indications that the **behaviour of young women is closely scrutinized by all**, **and suspicions that their reputation is at risk (…) may lead to male relatives using coercion and violence against them to safeguard it"** (p 25). The presence of a specific initiative named Women and Girls Safe Spaces created by Lighthouse Relief with Oxfam's support are giving women an environment where they can relax, meet and share information.

5) **Gender role changes and their impacts on Syrian women refugees in Berlin in light of the Syrian crisis**. WZB Berlin Social Science Center, Nisren, 2018. Source: https://www.econstor.eu/bitstream/10419/175369/1/1014486467.pdf:
   - This research explores through interviews how Syrian women between 21-59 years old living in refugee accommodation are acting in Berlin and how they are dealing with a change of culture, social norms, and language in a country which is known for its progressive laws and social perspectives towards women.
   - **"Social norms and customs have the largest influence on females' lives in the Syrian society**: They govern the lives of the females and even their family members rather than the laws and sometimes rather than the religion" (p. 3). In general, **these norms often put women in second place and consider them a source of honour or shame for the family**.
   - For conservative women, living in Germany meant a new culture and new social norms which were empowering them. This realisation was giving them a space to redesign their life.
   - Interviewed **respondents** noted that "they **did not feel that the general integration process was helping them in integrating into the German society as women, since they had almost no interaction with the German society"** (p. 22).

They mainly interacted with four categories of Germans: German employees in the relevant authorities, social workers, security guards hired by the organisations or companies which run the accommodation centres, and the volunteers. Volunteers were the only category which they really appreciated and considered as a window to the German society.

- Most women agreed that the integration process "would really happen once they lived in an apartment or a house, had neighbours, and started a job or study" (p. 24). They felt demotivated to put more effort into integrating to the temporary community and to participate in activities designed from the social workers' point of view.
- **"Gender roles and responsibilities have been essentially reversed**: while women increasingly participate in decision-making on income and expenditures and assume responsibilities outside the house, the man loses his role as the (sole) breadwinner and decision-maker. **However, the exchange of roles is often incomplete, as women still shoulder the majority of household chores"** (p. 25).
- Women who used to work either at home or outside their home and highly-educated were exceedingly frustrated because their expectations that they would be able to use their skills and qualifications in Germany were not met at all (the whole system reminded them constantly that they were only refugees).

6) **Unpacking gendered realities in displacement, the status of Syrian refugee women in Jordan**. Regional Office for Arab States, UN Women, 2018. Source: https://reliefweb.int/sites/reliefweb.int/files/resources/68233.pdf:

- This study seeks to better understand the changing nature of gender dynamics, women's roles and responsibilities in displacement making recommendations for service providers.
- "In both Syria and in displacement in Jordan, **conservative gender roles have kept many women and girls from participating equitably in the public sphere**, a notion that is directly challenged by the need for Syrian refugee women in Jordan to provide for their families" (p. 3).
- **Role of women in the household and in the community**: almost all women said there had been major changes in their responsibility and decision-making roles in their households. This was reported both by women who did not have a male head of household present and those that did. Though women generally said that these responsibilities were stressful, it has led them to become more engaged in their households, and more active outside their homes. Many women embraced this new role. "Despite this, **several women said that their husbands or other male family members had prohibited them from working or leaving the house**, so their role remained much the same as it was in Syria. When this happened, it was **typically due to safety concerns or conservative social norms among women from smaller or more rural communities in Syria"** (p. 20). A few women, in particular those that were older (demonstrating an **inter-generational**

divide), expressed concern about Syrian women's expanded role outside of the household, focusing on an affected reputation by being outside the house as men would (as stated before this **perspective** was often **based on fear of the unknown in a foreign country, safety concerns, or cultural values**).

- "When asked whether men would be accepting of women as leaders, women tended to say that it depended on the man himself, how he was raised, and what his values were. Several **women felt that men had become more accepting of expanded roles for women compared to before the Syria crisis, although this was typically at the individual, rather than the collective level**. At the collective level, women were less confident that men could embrace women leaders" (p. 21).

- "A number of women stated a desire to work outside the home, but acknowledged that **increased responsibilities within the household puts them at a higher risk of verbal, physical, and sexual violence**. Women and girls that are providers, decision-makers, and mobile are often seen as a direct threat to normative masculinities, which can lead not only to sexual and physical violence, but to economic and legal violence that severely restricts mobility and personal agency. For the Syrian refugees interviewed, better livelihoods, access to formal work, and comprehensive support for both themselves and their families were articulated as the foundations for empowerment and equality" (p. 28).

- **Recommendations**:
   a) "Ensure that the approach to gender mainstreaming in humanitarian and resilience programming is one that prioritises both women's access to services and women's empowerment; by ensuring that **programmes address issues of women's access" (p. 4)** and tackling gender discrimination and inequalities.
   b) **Childcare** facilities and **safe and affordable transportation** must be considered when refugee women access employment and any other services.
   c) "Continue to **support interactive, safe spaces for female Syrian refugees to meet, network and socialize, not only as a strategy for empowerment, but also to enhance awareness and reporting of gender-based violence"** (p. 4) and use of according services.
   d) "Continue to ensure **information sharing and awareness raising on available services**, pairing approaches that utilise technology with those that are based on word of mouth" (p. 5).
   e) Promote **accountability**.
   f) Positive correlation between strength of women's movements and organisations and gender-equal societies.

7) **Gender Inequality and Integration of Non-EU Migrants in the EU**. CEPS, Barslund, Di Bartolomeo, Ludolph, 2017. Source: http://aei.pitt.edu/84486/1/No_2017-

06_MB_et_al_Gender_Inequality_and_Integration_of_Non-EU_Migrants_in_the_EU.pdf:

- This study argues that **efforts at integration need to explicitly take the gender dimension into account** and further analyse the determinants of the gender gap in integration, starting with labour market integration. "Sociological research supports the idea of labour market integration as a stepping stone to social inclusion" (p. 5).
- There is a gap in participation in the labour market between native-born and migrant population, which is even bigger when considering gender.
- **Gender differences in societal integration, the role of participatory citizenship**: "to capture migrants' active participation in the host country's society, Barslund et al. (2017) measure wider social integration by building on the **active citizenship index** proposed by Hoskins and Maschereni (2008)" (p. 6) which measures the proportion of the population that has participated in at least one of the following **seven indicators**: "worked (as a volunteer) in an organization or association", "signed a petition", "taken part in lawful public demonstration", "boycotted certain products", "worn or displayed campaign badge/sticker", "contacted politician or government official" and "member of political party". This way of measuring participation results in a very similar gap to that for labour market participation and employment rates between native-born and migrants, but in addition, the gender gap is much larger, particularly for the low skilled.
- "If a causal mechanism leading from labour market integration to better social integration does indeed exist, the rationale to improve migrant women's labour market outcomes is much reinforced" (p. 7).
- However, **tailored initiatives for migrant and refugee women are scarce in the EU**. A few examples exist, such as 'Mama lernt Deutsch!' in Vienna targeting refugee women by teaching **skills relevant to the group** and offering **childcare** and in Germany BAMF offers language classes to migrant women, which also include practical help with childcare and **education** as well as **discussions of cultural differences**.

8) **Gender equality promising practices, Syrian refugees in the Middle East and North Africa**. UNHCR, 2017. Source: https://www.refworld.org/pdfid/5a38db6e4.pdf):
   - This report contains in-depth information on seven gender equality promising practices that are part of the UNHCR response to the Syria Crisis.
   - In one project working with a network of urban refugee women in Turkey, the **women who were voluntary members of the network "encountered significant resistance from their husbands regarding their participation and its voluntary status**. However, **women developed bargaining strategies and techniques to counteract this resistance** by, for example, engaging their husbands in friendly discussions before meetings are held on the challenges facing Syrian refugees in Gaziantep and how the network is assisting them" (p. 12). "**A lesson learned is that since participation in the network (which adds to refugee women's**

existing workload inside and outside the home) is voluntary and members receive no compensation or payment, there is a need to prioritize social interaction and recreation through organising regular social events"** (p. 12).

- Another project in Lebanon to prevent Sexual Gender-based Violence through training and education for young women faced relevant challenges. Some families considered the sexual education module for adolescent girls, inappropriate. "To respond to their concerns, the mobile team made significant efforts **to reach out to each community and educate its members** on the importance of sexual education for adolescent girls" (p. 40), **emphasising that such information should be provided only by trained professionals**. Other families prevented adolescent girls who had been identified as in need of training (as SGBV survivors or persons with disabilities) from availing of it. This was addressed by the staff through **several outreach strategies** to disseminate information about services, **which included**: **Referrals from outreach volunteers**, **word of mouth** (indirectly ask women and adolescent girls who already attend our activities about whether all adolescent girls in your community go to school; how do they spend their day; and if there are any adolescent girls in your community who cannot go outside the informal settlements); **referrals** from other women and girls who attended the activities and **door to door visits**.

- Another project to respond and prevent SGBV in Egypt learned that "having the children and youth groups include female and male participants together raises concerns regarding disclosure, confidentiality, and safety. In particular, if participants are being encouraged to disclose SGBV-related incidents, it is **recommended that participants are separated by sex"** (p. 48). **Having an Egyptian male facilitator constituted a challenge**, especially at the outset of the sessions, because Syrian women usually do not discuss SGBV issues openly nor in the presence of men. However, **the facilitator overcame these challenges by stressing the non-judgmental nature of the activity**. "Among Syrian refugees from conservative communities, **men often do not allow their wives to participate in activities such as training and workshops. To overcome this challenge, CARE adopted a strategy whereby women were encouraged to join activities such as legal awareness sessions**, as it provides important information needed by refugees, or **Village Savings and Loan Association (VSLA) groups. This was generally well received by their husbands, as it served the material needs of their families"** (p. 49). During these meetings, women were also encouraged to make handcrafts and to sell them in public spaces. "**As a result, men gradually became accustomed to allowing the women in their families to leave the home**, and the project successfully broke through a socio-cultural taboo that otherwise limited the lives of women. Women also convinced the men in their families to participate in art therapy workshops; this helped the men gain the perspective to help influence positive change" (p. 49).

- **General recommendations**: Communities should be treated as partners rather than grantees. Staff need to be trained on how to engage with communities in a

participatory and equitable manner. Having an active conversation about gender equality with communities, as well as involving both male and female humanitarian staff in community outreach is also helpful. Other general recommendations include improving gender-sensitive evidence-based programming (including collection of gender-sensitive data and inclusion of gender-sensitive indicators), prioritise gender equality, work with host community women and girls, identify and develop new partnerships, among others.

9) **Engaging Men and Boys for Gender Equality Series: Lessons Learnt**. CARE, 2014. Source: https://insights.careinternational.org.uk/media/k2/attachments/CARE-EMB-Brief-2.pdf:

- **"Synchronizing** approaches refers to: the intentional intersection of gender-transformative efforts reaching both men and boys and women and girls of all sexual orientations and gender identities. They engage people in challenging harmful and restrictive constructions of masculinity and femininity that drive gender-related vulnerabilities and inequalities (Interagency Gender Working Group, 2010). This brings attention to gender relations and provides a way of focusing on the relational nature of gender work, and on the value of working with men and women together, as well as separately, in transforming the social norms and power structures that root gender inequality deep in all cultures" (p. 2).

- Synchronisation also involves a focus on changing social norms, which requires separate as well as mixed gender spaces. **Synchronisation involves five processes** beginning with conscientisation, intimate dialogues, building the base, stepping out (stepping up) and alliances for advocacy.

- **Conscientisation**: **strong facilitation** is key to success (facilitators must establish safe spaces for people to explore gender in their lives ensuring non-judgmental atmosphere); **reflection and dialogue can be a first step** to encourage men to step out of 'the man box' (it is important that individuals feel support to leave restrictive gender roles and expectations); **participatory approaches based on experiential learning** offer powerful avenues for reflection, awareness, action and change; be careful **not to problematise men through exercises**.

- **Intimate dialogues**: A key component of effective facilitation is also to **promote nonviolent communication for effective dialogue and negotiation among intimate and household relationships** (intimate partners, wives and in-laws, and between adolescents and parents). **Entry point topics** are important to establish safe spaces for open dialogues, some teams begin to discuss gender relations through the lens of **women's economic empowerment** and **fatherhood**. Effective dialogues require a foundation in active listening and respect across participants and facilitators. **Teams require clear ethical and legal responsibilities** and to **give support when cases of intimate violence arise**.

Topics often emphasise how more equal relationships built on cooperation and respect benefit all.

- **Building the base**: offices have engaged **one on one outreach and network-building among male allies**. Networks among men and boys committed to change can provide important social support to overcome these pressures, build solidarity and accompany sustained personal change. It can be difficult to identify men to get involved in this work initially and **what some programmes have done is ask women that are potential participants or participants in the programmes about who can be engaged as allies for equality**. It can also be strategic to start initiatives with **existing groups and networks** which can be supported by regular meetings of men's groups and individual outreach with peers.
- **Stepping out, stepping up:** ways forward in supporting men and boys as agents of change include **fostering allies among influential actors and elites with broader social influence** (religious leaders or political officials). Other strategies involve **supporting youth activism** and **celebrating role models for change** (especially important as household change is not always apparent at community levels but publicly celebrating them raises awareness of more equitable practices taking place in personal/private spaces).
- **Alliances for advocacy**: build trust and support strong **partnerships with civil society platforms and feminist movement**, work with **media** and **invest in research and learning** for evidence-based advocacy.

10) **What responses, approaches to treatment, and other supports are effective in assisting refugees who have experienced sexual and gender-based violence?** University of Birmingham, Institute of Research into Superdiversity. Block, Nasr, Vaughan and Alsaraf, 2019. Source: https://www.birmingham.ac.uk/Documents/college-social-sciences/social-policy/iris/2019/iris-working-papers-30-2019.pdf):

- "In some humanitarian emergencies, **more than 70 percent of women have experienced gender-based violence** and an estimated **one in five displaced women will experience sexual violence** (UN Women, 2017)" (p. 3). There is lack of information regarding this issue with boys, men and LGTBI refugees.
- **Sexual and Gender-based Violence** "**(SGBV) is not only a problem that refugees encounter prior to settlement in Europe"** (p. 19).
- "Responses to SGBV need to adapt to varying contexts and needs across the refugee journey, however there is no comprehensive evidence base for understanding how these needs evolve at these different points" (p. 3). This paper takes a look at three different moments of a refugee's journey starting with conflict and immediately post-conflict settings, displacement settings on countries of first asylum and finally, **resettlement settings usually in developed countries**.

- "The majority of studies conducted in resettlement in developed contexts came to similar conclusions with respect to recommended responses. These focused on the **need for outreach to, and partnerships with, communities**; **English language**, **life skills and legal rights education for women**; **childcare** and **culturally appropriate services** including employment of bicultural and bilingual staff with one study also pointing to the need for specialist housing for women from refugee backgrounds leaving abusive relationships (Gill & Banga, 2008)" (p. 17).
- **"Community-led approaches that 'honour cultural differences while challenging abuse'** are also recommended" (p. 14), as well as **male behaviour-change programmes.**
- Specific recommendations include education regarding SGBV and rights; support for development of social networks; awareness raising; improved services that are safe and accessible; participatory and rights-based approaches.
- "Recommended interventions are to provide culturally appropriate individual care and treatment as well as to engage with families, communities, and legal and policy frameworks. Attending to underlying social and economic marginalisation and empowerment of women and girls is also recommended" (p. 15).

11) **Project of the Near East Foundation (NEF) to generate resilience in host communities in Jordan and Lebanon.** NEF. Sources: https://www.clintonfoundation.org/clinton-global-initiative/commitments/building-resilience-refugees-and-host-communities and https://www.neareast.org/download/materials_center/SirajCenter_Technical_Brief.pdf):
   - **Women-focused project** that built physical spaces (Siraj Centers) **where Syrian refugees and vulnerable Lebanese and Jordanians** could safely access services to improve financial education or start income-generating activities through access to training, information and financial resources. NEF worked in this project through **partnerships with local Community-based Organisations**.
   - By addressing the shared challenges of refugees, Lebanese and Jordanians, the **goal** was to help **bridge communities** by **building the economic self-reliance** of **individuals** and **communities**. In this regard, the concept of "resilience" referred explicitly to economic resilience.
   - Specifically **this project engaged women and girls facing social isolation, limited economic opportunities and heavy work burdens in the home by (1) helping build peer networks**, **(2) creating safe spaces for them to meet and learn**, and **(3) providing training and resources to help build economic security**.

- **General outcomes** (in 2017): opening of 7 centres, launch of 2,562 businesses and provision of business development, financial literacy, life skills, and vocational training to over 4,500 people. **Revenues from new businesses increased household incomes** by one-third and **overall participants reported a substantial decrease in debt** and **increased feelings of self-confidence/ agency**.

12) **6 lessons on building resilience for displaced people in the Middle East and North Africa". Oxfam, 2018.** Source: https://views-voices.oxfam.org.uk/2018/09/6-lessons-on-building-resilience-for-displaced-people-in-the-middle-east-and-north-africa/:
- Though these are lessons learned from projects in the Middle East and North Africa they could also be useful in the UK.
- **Adopt a gender sensitive approach**, because the vulnerabilities and risks that men and women face are different.
- Build a holistic understanding of the problem using multidisciplinary assessments.
- Addressing immediate needs and coping with shocks is essential.
- Think long-term in parallel to the short-term response.
- Capacity build for resilient development (focused on economic resilience).
- Influence policy and link pilot projects with mainstream national programs, strengthening the coordination with multiple stakeholders and improving the understanding and capacity of local authorities can facilitate the provision of public services.

13) **Refugee Women's Experiences of Violence and Resilience: Early Explorations. Pulvirenti and Mason, 2011.** Source: https://ses.library.usyd.edu.au/bitstream/handle/2123/7377/Mason%20and %20Pulvirenti_ANZCCC2010.pdf?sequence=1&isAllowed=y:
- This article mentions relevant learning points in Australian projects.
- "Refugee women deal with the histories of violence that characterise many of their lives in a multitude of practical, physical and emotional ways but this does not mean that they simply have resilience. Rather, resilience –especially the process of collective resilience– needs to be built through the provision of support and appropriate service provision to individuals, families and communities" (p. 6).
- Recommendations:
  a) Need for specialist programmes to **prevent post-migration violence through the provision of structures and supports to families and communities**.
  b) Need to implement models of service provision that **work with communities as a whole rather than individuals**.
  c) There is a need for more **programmes** that **specifically target men**, **women** and **young people** as separate subgroups.
  d) Programmes to educate mainstream service providers about the experiences and needs of refugee communities.