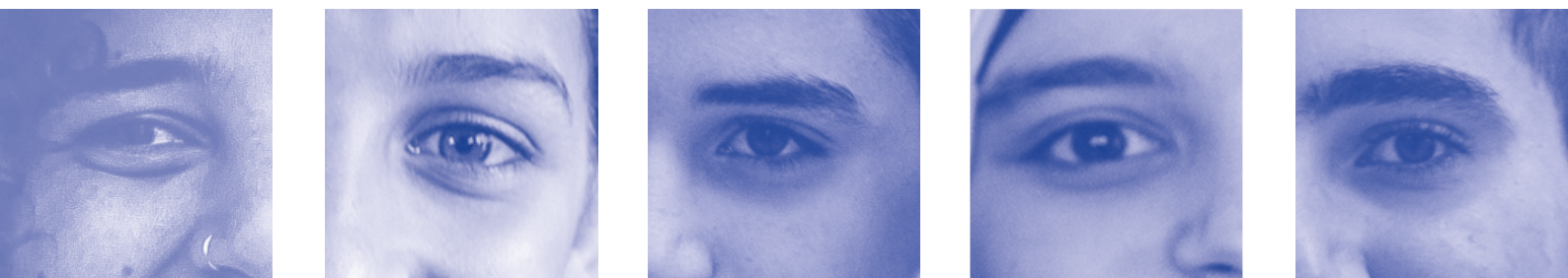# MAINSTREAMING GENDER IN PRE-DEPARTURE ORIENTATION

GUIDELINES FOR PRACTITIONERS

COMMIT

Facilitating the integration of resettled refugees
in Croatia, Italy, Portugal and Spain

consorzio communitas

ATENEO INTERNAZIONALE
Università per Stranieri di Siena

FONDAZIONE ADECCO
PER LE PARI OPPORTUNITÁ
THE ADECCO GROUP

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MAINSTREAMING GENDER IN PRE-DEPARTURE ORIENTATION

GUIDELINES FOR PRACTITIONERS

IOM
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Table of Contents

List of abbreviations / acronyms

EU	European Union
GBV	Gender-Based Violence
IOM	International Organization for Migration
LGBTQI	Lesbian, Gay, Bisexual, Transgender, Queer and/or Intersex
MENA	Middle East and North Africa
PDO	Pre-Departure Orientation
SADD	Sex- and Age-Disaggregated Data
TNA	Training Needs Assessment

1
Introduction

These *Guidelines on mainstreaming gender in pre-departure orientation training* (henceforth the Guidelines) have been developed in the framework of the COMMIT project. COMMIT – *Facilitating the integration of resettled refugees in Croatia, Italy, Portugal and Spain* – is a two-year transnational project funded by the Asylum, Migration and Integration Fund of the European Union (EU). COMMIT aims to help facilitate the sustainable integration of resettled refugees in their new communities, with a specific focus on vulnerable groups such as women and young people. To reach this objective, the project seeks to enhance both pre-departure orientation (PDO) and the links between pre-departure and post-arrival support provided to refugees, and to bolster the capacities of welcoming communities in the four project countries.

PDO has been recognized as an essential feature of successful integration (European Commission, 2016). Equipping and empowering refugees prior to their departure has been shown to have positive benefits across the resettlement continuum, ensuring that refugees' rights are upheld; that they understand their responsibilities and obligations; and that they are able to integrate meaningfully and sustainably into their new communities.

Pre-departure activities aim to prepare refugees for the process of resettlement and integration and a new life in their resettlement country. Such activities include managing expectations about that life, as well as building coping and other skills. PDO training is designed to meet the specific needs of resettlement beneficiaries and provide accurate and relevant information and orientation to help them build realistic expectations about reception contexts.

"

Equipping and empowering refugees prior to their departure has been shown to have positive benefits

These Guidelines have been developed to guide users in the implementation of a comprehensive gender-sensitive approach to PDO training. They include good practice examples in gender mainstreaming from existing IOM PDO (and post-arrival) training sessions, which have also inspired the development of recommendations.

Scope

The scope of these Guidelines is limited to mainstreaming gender in PDO training for refugees prior to resettlement. However, as it is important to ensure consistency across the resettlement continuum, the Guidelines do make some reference to activities outside this scope (e.g. pre-departure activities other than PDO training, and post-resettlement activities).

These Guidelines use the gender-specific terms "women", "men", "girls" and "boys" as well as gender-specific pronouns. However, the needs, concerns and expectations of individuals across the diverse spectrum of sexual and gender identities, including those who are non-binary or gender-fluid, must be given due consideration at all stages of the pre-departure orientation training.

Aim and specific objectives

The Guidelines have been developed to strengthen pre-departure orientation by mainstreaming gender in the training provided to refugees selected for resettlement. It is anticipated that the Guidelines will guide the work of individuals involved in PDO training, including but not limited to: trainers, cultural mediators, project managers, coordinators and focal points and other partners involved in curriculum design. The Guidelines aim to provide practitioners – particularly those who work directly with refugees – with the tools to systematically integrate gender into PDO training. This will mainstream gender throughout the training process, from strategic programming, through planning and design, to the training cycle itself.

It is expected that mainstreaming gender throughout PDO training will contribute to reducing existing gender inequalities and to ensuring that the interests, needs, capacities and priorities of girls, boys, women and men are addressed in an inclusive way.

"The Guidelines will guide the work of individuals involved in PDO training

Gender, displacement and asylum

> A person's sex, gender, gender identity and sexual orientation shape every stage of the migration experience... whether forced, voluntary or somewhere in between.
>
> Gender influences reasons for migrating, who migrates and to where, how people migrate and the networks they use, opportunities and resources available at destinations, and relations with the country of origin. Risks, vulnerabilities and needs are also shaped in large part by one's gender, and often vary drastically for different migrant and refugee groups. The roles, expectations, relationships and power dynamics associated with being a man, woman, boy or girl; and whether one identifies as lesbian, gay, bisexual, transgender and/or intersex (LGBTI), significantly affect all aspects of the migration process, and can also be affected in new ways by migration.
>
> IOM, no date (b)

Forced displacement as a result of persecution, conflict, violence or human rights violations has reached record levels. According to UNHCR, at least 70.8 million people have been forcibly displaced worldwide, of whom nearly 25.9 million are refugees. Globally, men and women are almost equally represented in refugee populations, and children under 18 make up over half of the refugee population for which age-disaggregated data are available (UNHCR, 2019a). There

are serious shortages of data disaggregating boy and girl children, and even more serious shortages of data relating to LGBTQI individuals who have been forcibly displaced.

Global resettlement needs have doubled in recent years, reaching over 1.44 million refugees in 2020 (as projected in 2019). For the fourth year in a row, Syrian refugees represent the population with the highest global resettlement needs (40%). A total of 90% of the people in need of resettlement from Turkey and nearly 80% of those in the Middle East and North Africa (MENA) region are Syrian refugees (with Eritreans representing 5% and Sudanese 2% of the remainder) (UNHCR, 2019b).

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Those who are considered and eventually accepted for resettlement are found to be in need of a third-country solution due to the unavailability of local integration prospects

> While forcibly displaced men and boys also face protection problems, women and girls can be exposed to particular protection problems related to their gender, their cultural and socio-economic position and their legal status, which mean they may be less likely than men and boys to be able to exercise their rights and therefore that specific action in favour of women and girls may be necessary to ensure they can enjoy protection and assistance on an equal basis with men and boys.
>
> (UN, 2006)

Refugees who flee their country of origin due to a well-founded fear of persecution and who are unable (or, owing to such fear, unwilling) to return often end up staying in countries of first asylum for prolonged periods of time. Those who are considered and eventually accepted for resettlement are found to be in need of a third-country solution due to the unavailability of local integration prospects or opportunities for return.

Protracted stays in host countries where basic services are overstretched, local integration opportunities are limited and/or urban settlements or camps are overcrowded often exacerbate existing gender inequalities. This may result in an increase in gender-based violence (GBV) and lead to other human rights violations or abuses, including of the right to life and security of the person; the right to be protected from torture; and the rights to the highest attainable standard of physical and mental health, education, work, housing and participation in public life (OHCHR, 2018).
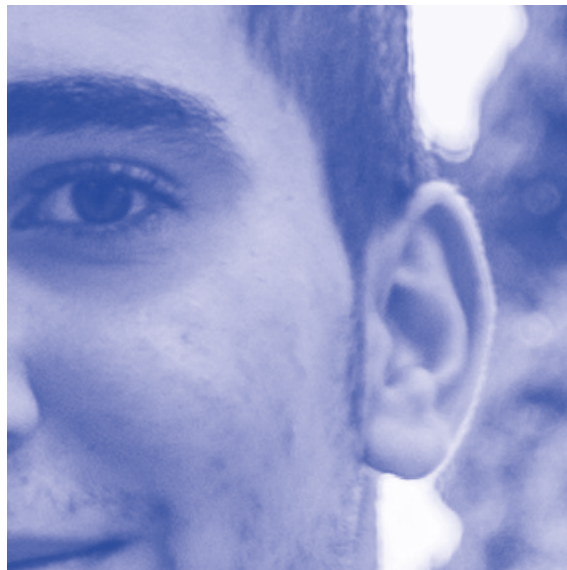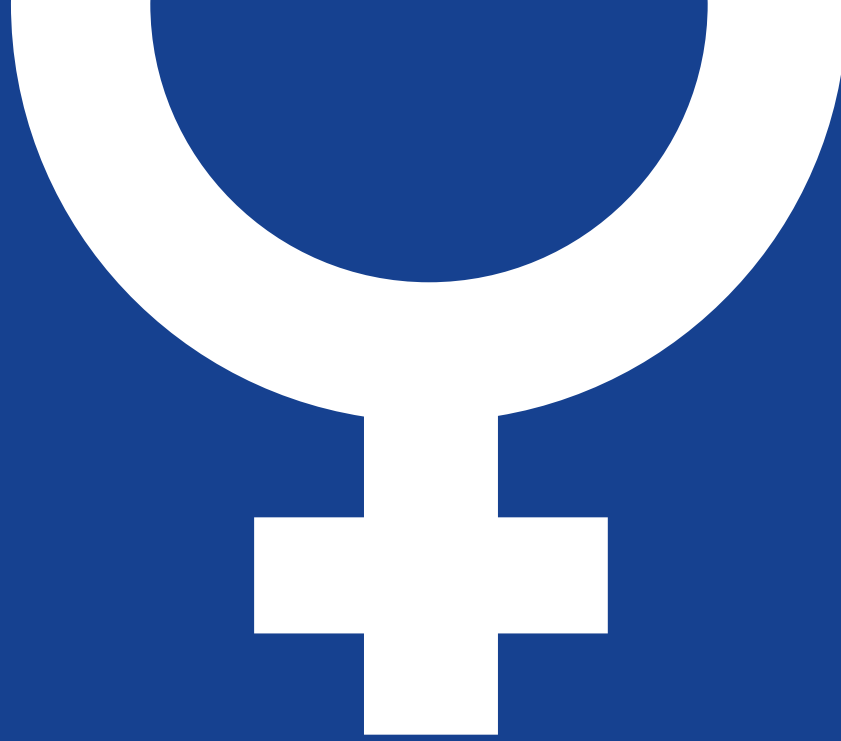
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Pre-departure orientation training

The primary aim of pre-departure orientation is to help equip refugees with the skills they will need when they arrive in a new country. Part of this involves anticipating and discussing concerns as well as potential changes in settings and roles during PDO training, so that refugees have time to reflect and these do not come as a shock. The resettlement process can create changes in gender roles and exacerbate gender inequalities, shifting the needs, concerns and expectations of women, girls, boys and men. PDO training therefore needs to incorporate gender(ed) concerns, and concepts of gender equality, as part of this preparation.

Gender mainstreaming is a globally accepted strategy for promoting *gender equality*: the equal rights, responsibilities and opportunities of women and girls, men and boys (UN Women, no date (a)). In practice, mainstreaming gender in PDO training means assessing the implications of the course for women and men, boys and girls, and integrating their concerns and experiences into every step of the training strategy and the training cycle. This includes training needs assessment; design and development; and delivery and evaluation. PDO training must ensure that all refugees benefit equally from the course and that it does not reinforce discrimination.

PDO training strives to empower refugees with knowledge on, *inter alia*, their rights and obligations in their host communities. This includes gender equality – and aspects of the training may serve to highlight cultural differences that will affect gender roles and other gender-related dynamics in resettlement countries. The training goals may well require empowering certain groups – particularly women and girls and LGBTQI individuals – within both the broader course and individual

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The resettlement process can create changes in gender roles and exacerbate gender inequalities

sessions to ensure that they are informed of and can exercise their equal rights and duties, including those related to participation in the training. Work should also be carried out with men and boys, who may feel threatened and/or emasculated by changes in gendered roles and dynamics. They will also benefit from learning about the broader advantages that gender equality brings to societies as a whole, as well as to individual women, girls, men and boys.

Staff involved in PDO training should always be conscious that their work takes place in the first stage(s) of the resettlement continuum. Refugees may be encountering messages and methods promoting gender equality for the first time; challenging and deconstructing gender roles can be a sensitive, difficult and long-term task. PDO training staff should therefore ensure that their messages and methods are consistent with those used in later stages of the resettlement process, in order to increase their impact and credibility. It is important for trainers to begin the process early, despite the fact that their engagement with refugees during the pre-departure stage (and PDO training in particular) is of significantly shorter duration than that of other partners in the post-arrival stage.

Refugees may be encountering messages and methods promoting gender equality for the first time

Common understandings of gender and gender equality

Mainstreaming gender into PDO training can ultimately only be effective if all stakeholders apply the approach consistently and throughout the resettlement process. A common understanding around gender issues is needed among all those working on pre-departure with refugees selected for resettlement: IOM, UNHCR, national and local authorities, countries of resettlement, NGOs and other national and international institutions. Such a common understanding must include both gender equality more broadly, and gender gap(s) and gendered needs and expectations among beneficiaries. Mainstreaming gender in PDO training planning may therefore also require raising the awareness of resettlement programme managers and other partner organizations and institutions and advocating for gender to be prioritized in resettlement.

Regular, coordinated gender assessments should be conducted. These will provide staff working on PDO training with information about men, women, girls and boys' profiles, backgrounds and situations; their concerns, needs, expectations and challenges; and if/how these have changed over time. This information will help improve and tailor approaches and solutions that address the needs, expectations and challenges of different groups across the resettlement continuum. In addition, a gender analysis of the assessment results should be used to ensure that PDO training strategy and development are not causing any unintended negative consequences for beneficiaries, and that the (protection and other) needs of different groups of people are being addressed (IOM, 2016).

All partners also need to be consistent with each other in conveying messages – including those relating to gender equality. They should be consistent in addressing the concerns, needs and challenges and

> **A common understanding around gender issues is needed among all those working on pre-departure with refugees selected for resettlement**

expectations of women, men, boys and girls with relevant, coherent and accurate information and actions, and referring refugees to other partners for assistance where appropriate. Partners should also ensure that they inform other partners who expect to work with the same beneficiaries about relevant issues.

In order to achieve this, partners and stakeholders working with the same beneficiaries should discuss a joint approach and reach agreement, particularly with regard to the identification of cases of gender-based and sexual violence (SGBV); how to address such cases; and to whom they should be referred, if applicable. This could take the form of a protocol ensuring immediate action in cases of SGBV.[1]

Refugees selected for resettlement are individuals and families who have been identified as particularly vulnerable. It is important to avoid further trauma for these individuals, and coordination between partners is vital to achieving this. Due consideration needs to be given to the protection of beneficiaries (IOM, 2015b) and to data protection. These will take preference over access by partners to sensitive information, in particular about survivors of SGBV and victims of other human rights abuses and violations.

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Refugees selected for resettlement are individuals and families who have been identified as particularly vulnerable

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1   There are a number of such protocols: see Annex III: Additional Resources.

Strategic gender programming

Strategic gender programming in PDO training means that planning must include the following activities:

1. Defining a *common understanding with partners*. Common understanding between partners contributes to a broader framework for resettlement that explicitly formulates a mandate to promote gender equality. This increases the visibility of gender issues and gender equality, making them more likely to be prioritized throughout the resettlement process.

2. Defining *needs* – including those relating to training, through training needs assessments – and identifying potential actions to address these needs. For example, there may be gender gaps among resettlement beneficiaries in terms of equal consultation, equal participation and decision-making and access to resources. Solutions may include raising gender awareness among beneficiaries, all individuals working on PDO training and partners working with beneficiaries, as well as developing a specific gender module for inclusion in PDO training; etc.

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Solutions may include raising gender awareness

3. *Define gender objectives, deliverables, results and indicators and conduct gender-sensitive monitoring and evaluation* (such as of the impact of activities on gender equality and women's empowerment).

   ▶ Examples of objectives:

   – To promote gender equality and reduce gender gaps among refugees by mainstreaming gender and explicitly addressing it within the training course.

– To instill self-sufficiency and respect for diversity in women and men alike.

► Examples of deliverables:

– Guidelines on mainstreaming gender in PDO.

– A module on gender equality and women's empowerment for inclusion in PDO training.

– Regular gender training for all trainers and interpreters.

► Examples of results:

– Women and girls participate more actively in and contribute with questions and experience-sharing to PDO training sessions.

– Women, girls, boys and men have greater knowledge about how restrictive gender roles can impede gender equality.

– Men, women, girls and boys are aware of mechanisms in the resettlement country to report on GBV, including sexual violence.

– Women, girls, boys and men have greater skills to fight against gender discrimination.

– Men, women, boys and girls are challenged in their assumptions about gender roles.

► Examples of indicators:

  – Proportion of women and girls in the resettlement group participating in PDO training.

  – % of women who report being as knowledgeable as men with regard to their rights and obligations in relation to gender following PDO training.

  – % of women who report feeling more empowered as a result of the PDO training.

4. Define the *composition of the PDO training team*, which should be gender balanced and staff should have completed gender training. Ensure all staff are on board with the prioritization of gender and they are aware of cultural issues relating to gender.

5. Choose the appropriate *methodology and approach in the design and delivery* of the PDO training. For example: gender contents should be introduced in a progressive and non-confrontational manner; longstanding traditions and beliefs relating to gender should be acknowledged; activities that encourage participant reflection should be promoted, rather than those that impose ideas on them; etc.

6. Budget and allocate *resources* with a gender perspective, catering for the needs of women, girls, boys and men and ensuring equal access to resources. For example: ensuring that the training venue has enough toilet facilities for women (maybe two toilets for women for each bathroom for men); providing breastfeeding rooms; providing separate prayer rooms; providing childcare facilities; etc.

Staff

GENDER BALANCE AND DIVERSITY

There should be a balanced proportion of men and women involved in PDO training. This is particularly important for staff who are involved throughout all of the stages of the training cycle (training needs assessment, design and development, delivery and evaluation).

In addition, it is important that the posts occupied by men and women are diverse and that men and women are represented at all levels of the hierarchy: in decision-making, supervisory and coordinating capacities. This diversity will ensure that an array of gender perspectives is discussed, and that staff members themselves are actively portraying women (and men) in various professional roles (rather than, for example, limiting women to functions that support those of men). This leading-by-example should perhaps apply particularly to the trainers and interpreters, who are the most visible faces of the training process. Diversity will help to break gender stereotypes and empower girls and women and to ensure that gender is coherently integrated in the programme.

"

There should be a balanced proportion of men and women involved in PDO training

GENDER AWARENESS, TRAINING AND MAINSTREAMING

Skills around gender awareness and gender mainstreaming should be an integral part of applicable job descriptions of personnel working on PDO training. In addition, trainers who specifically conduct gender training should be required to have:

► Appropriate knowledge of the international and national legal frameworks in relation to gender equality;

▶   Sound knowledge of gender theories and concepts, and the ability to go beyond a technical understanding of gender mainstreaming to real gender transformation;

▶   In-depth and up-to-date gender-related knowledge and skills;

▶   The skills to link gender knowledge to training practice;

▶   Experience in gender-sensitive/transformative needs assessments and monitoring and evaluation.

All PDO staff should receive gender training on a regular basis to improve their own performance and programme results. It is recommended that all individuals involved in PDO training undertake the relevant training available to them and regular refreshers.[2]

It is also important for PDO trainers to have first-hand knowledge of countries of resettlement. This will enable them to share their own gender-related experiences in these countries with PDO training participants and resettled refugees in a natural, positive and constructive manner. It will also help engage the interest of participants and contribute to the establishment of trainer-trainee trust.

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2   Please see Annex III: References and additional resources. All IOM staff are required to complete the online training course I Know Gender.

Gender-inclusive language

> Language is one of the **most powerful means** through which **sexism and gender discrimination are perpetrated** and reproduced.
>
> Menegatti et al., 2017

The way individuals think and their cultural and social attitudes are *shaped* by the language to which they are exposed. At the same time, language *reflects* the way individuals think, including unconscious assumptions about values, gender roles and abilities. Not paying attention to how we speak can mean we reproduce prejudice and stereotypes regarding sex and gender diversity, reinforcing inequality and missing an opportunity to reduce gender gaps. Adopting gender-inclusive language is therefore a powerful way to promote gender equality and fight gender bias (UN Women, no date (b)).

Gender-inclusive language needs to be used systematically by all staff in their verbal (face-to-face, phone, teleconference) and written (emails, reports, documents, etc.) interactions. The most critical areas for attention in the context of PDO training are the delivery of the course; the curriculum; and materials (such as handouts and presentations) provided to participants. UN Women provides the following tips on gender-inclusive and gender-neutral language (UN Women, no date (b)).

► Use "they", "their" or "them" instead of "he", "his" or "him" when referring to a single (male or female) individual.

"
Adopting gender-inclusive language is therefore a powerful way to promote gender equality

▶ Use "he or she", "she or he", "he/she", "she/he", "his or hers", "him or her" etc. instead of the default masculine ("he", "his" and "him").

– While there are other options, such as alternating female and male pronouns, this may be confusing for the audience, in particular if speech is being simultaneously interpreted.

▶ Avoid gender-specific pronouns (he, her, him, hers etc.) when making generic references. For example:

– "Each participant should bring *his* notebook every day" can be replaced with "Each participant should bring a notebook every day".

– Use plural forms for nouns and reference words: "All participants should bring *their* notebooks".

– Use the passive voice: "Homework should be completed by tomorrow", instead of "The participant should submit *his* assignment by tomorrow".

▶ Avoid gender-specific nouns when making generic references, for example by using "spokesperson" instead of "spokesman"; "owner" instead of "landlord"; "flight attendant" instead of "steward" or "stewardess"; "workforce" instead of "manpower"; "humankind" instead of "mankind"; etc.

▶ Avoid reproducing stereotypes about gender roles. For example, use:

– "Prime Ministers and their spouses" instead of "Prime Ministers and their wives".

– "Antonio and Fatemeh share the housework, as they both work outside their home" instead of "Antonio helps Fatemeh with the housework, as they both work outside their home".

▶ Avoid unnecessary references to gender by using "cleaner" instead of "cleaning lady", "nurse" instead of "male nurse", etc.

▶ Avoid perpetuating the sexist use of language. Some sexist titles and names of programmes cannot be changed (for instance, in French it is "the Universal Declaration of the Rights of Man" rather than of "human rights"; or the American Declaration of Independence: "…all men are created equal"), but when the speaker/writer is certain that they refer to men and women alike, she or he may paraphrase instead of using direct quotation.

▶ Respect equality in the use of names, honorifics and titles for participants and others (unless it is for safety reasons). For instance, avoid using the name of a male head of household while referring to other household members as his "wife", "mother" or "child" (as applicable), or avoid using "Mr. X" for men and the first name only for women, etc.

▶ Use honorifics for women that do not disclose information on their marital status: use "Ms" instead of "Miss" or "Mrs." unless the woman herself has expressed a preference.

▶ Avoid patronizing and sexist terms and expressions, such as referring to women as "bossy" or "the weaker sex" (EIGE, no date).

There will also be a number of occasions (depending on gender-related preconceptions among participants) on which material developers and trainers should emphasize that certain actions, rights, responsibilities, measures, activities, etc. concern women, girls, men and boys *alike*. For instance, when indicating that education in the resettlement country is free of charge for "children up to 18", they may consider saying explicitly that it is for "*girls and boys* up to 18" instead, to give visibility

to both sexes. Or, when mentioning that "parents are responsible for ensuring that children attend school and receive health care as needed", it may be important to specify that "*mothers and fathers alike*" are responsible for ensuring that "*boys and girls* attend school and receive health care as needed".

When trainers work with language interpreters, they need to ensure that gender-inclusive and neutral language is fully and accurately translated into the target language (i.e. that of beneficiaries). Nothing should be left to chance. The curriculum should include a note for trainers that they should discuss the issue in full with interpreters ahead of time, using these Guidelines (and particularly the tips given above) to identify potential gender-related linguistic challenges in the target language and plan how these will be resolved with the use of equivalents in the target language (or other linguistic resources).[3]

"

When trainers work with language interpreters, they need to ensure that gender-inclusive and neutral language is fully and accurately translated

3   Please see UN Women for guidance on gender-inclusive language in languages other than English: https://www.unwomen.org/en/digital-library/genderterm.

Disaggregating data (by sex, age and other variables)

It is extremely important when collecting and reporting data and information to ensure that these are disaggregated, or broken down, by sex (women and men) and age (men, boys, women, girls, adolescent girls and boys/young men and women etc.). Having better, more accurate and disaggregated data provides visibility to each of the groups described and improves prioritization and decision-making for their benefit (including by reducing gender gaps). Sex- and age-disaggregated data (SADD) are also important for assessing whether an initiative is successful in targeting and benefiting women, men, girls and boys alike. As far as possible, data should also be disaggregated according to other variables relevant to the context, which could include ethnicity, race, religion, location (rural or urban), socioeconomic group, sexuality etc. (ADB, 2013).

"

Sex- and age-disaggregated data (SADD) are also important for assessing whether an initiative is successful in targeting and benefiting women

Disaggregated data should be used at all stages of PDO training, in both verbal (face-to-face, phone, teleconferences etc.) and written interactions (emails, reports, document-sharing, curriculum and materials produced for the training, etc.). It is particularly relevant in the:

▶ *Design and development of the PDO training curriculum (both the trainer's guide and student's workbook), materials used in training delivery and handouts.* For instance, data about the population in the resettlement country, or about the refugees and other migrants hosted by the resettlement country, should be disaggregated by sex and age. SADD should also be provided in relation to first, secondary and tertiary education and to employment and unemployment rates in the resettlement country. These data can reiterate (or reveal) information about the rights of women and men, boys and girls, and their enjoyment thereof, in the

resettlement country. They may even help encourage girls and women to study and to work outside the house, and men and boys to be more supportive of gender equality.

► *Evaluation and reporting.* It is recommended to obtain and use SADD about those who attend the training (and compare the data against that about those who were invited), including presences/absences in specific sessions; how many respondents took part in the evaluation; which sessions were of more interest to whom; etc.

Training needs assessments

A training needs assessment (TNA) is the first step in any training cycle and plays a crucial role in the success of the course. A good TNA for PDO training should provide information on the knowledge, skills and even cultural assumptions of participants, including in relation to gender, which will enable PDO staff to focus on relevant areas and choose the most appropriate methods for specific groups of trainees.

TNAs must be participatory. Prior to the design of the training course, a representative and gender-balanced group of women, men, boys and girls selected for resettlement should be consulted about their gender-related needs and expectations related to PDO training. This can be done through semi-directed focus group discussions, individual interviews, questionnaires, self-assessments, etc. The design of the TNA should take into consideration the literacy level of women, men, boys and girls, existing gender roles and method-specific sensitivities (for example, one-to-one interviews with women without their spouses may not be appropriate or, on the other hand, may be necessary). Examples include:

> **"**
> **A training needs assessment (TNA) is the first step in any training cycle and plays a crucial role in the success of the course**

▶ Each participant could be provided with a few gender-related scenarios and a list of possible reactions. Participants would indicate how they would react in each situation by selecting one of the options available or describing another.

▶ Each participant could receive a picture of a woman and a man, and a series of sentences that they need to link to one of the two, or to both. The idea is for the sentences to include information that raises questions about gender roles and to make participants decide which is the best fit, based on their view thereof:

– "I cannot read, but I found work in a factory, and ride my bike to work and back every day."

– "I do not have a remunerated job. I spend my days reading and doing housework."

– "I am a computer engineer, but I work as a taxi driver."

– Adolescents could be given pictures of young men and women they might identify with alongside sentences relating to hobbies, education, lifestyle or plans.

Such exercises provide training developers with a preliminary understanding of how gender roles are viewed and understood by prospective trainees and allow them to adapt gender content and methods as appropriate. The analysis of information collected through TNAs enables designers and developers to identify needs related to participants' gender knowledge, skills and assumptions and prepare a training curriculum and materials that address these needs. TNAs should be conducted periodically: every two or four years, or more often, depending on the changing profiles of refugees.

"

TNAs should be conducted periodically: every two or four years, or more often

Design and development

OPENING OF THE WORKSHOP: NEEDS AND EXPECTATIONS

In addition to the TNA, it is often useful to allocate some time at the beginning of a course to ask a new group of participants about their specific needs and expectations for the course, including in relation to gender and other elements of diversity. These can range from content requests (such as about specific skills to deal with evolving roles in families; gender equality legislation and practices in the resettlement country; tools to report on GBV etc.) to pragmatic logistical aspects of the course (e.g. potential needs to leave the classroom to breastfeed, breaks to take medication, for equipment adapted to left-handed people or people living with disability etc.).

The best opportunity to collect this information is likely to be during an icebreaker or an introductory session. Examples include:

► The trainer could divide the participants into groups of younger men, younger women, older women and older men, with no more than four participants in each. Each group would be asked to rate the importance of each PDO training topic, and to identify which needs they have from a set of pictures (and add their own drawing or picture if it is not in the set). The outcome of each group's work is shared and analysed in plenary to see if there are differences among groups by sex and age. This could prompt a discussion about participation, priorities and decision-making.

► Rather than rating specific PDO topics, groups could be asked to brainstorm about important issues that should be covered during the course, their expectations and any needs they foresee during the course.

"Is often useful to allocate some time at the beginning of a course to ask a new group of participants about their specific needs and expectations for the course

▶ Participants could introduce themselves individually and then mention any gender-related expectations as well as any needs (including gender-specific needs).

▶ Participants who do not know each other could be paired to discuss their needs and expectations, after which each participant introduces her/his partner and her/his needs and expectations to the group.

Based on the outcomes of this exercise, the trainer can decide on the starting point for certain topics, the formality of the language she or he should use, and whether adjustments need to be made to the course content and methods to maximize the group's learning experience. PDO staff should bear in mind that consulting with refugees and ensuring their participation at all stages of the course will help to ensure both relevance and ownership, and to prompt their active engagement in a PDO training course specifically designed for them.

It is also important to take this initial opportunity to make sure that all participants are informed that gender equality will be promoted in all classroom interactions. Trainers should make explicit that they are aiming for active and equal participation and that their goal is to meet the needs and expectations of all participants as far as possible. In order for anyone – women, men, boys or girls – to respond positively to training and participate proportionately, they need to feel that they are in a safe and open setting. Trainers should therefore also make explicit the fact that PDO training, and specifically the classroom, is a safe and confidential environment. They should obtain the commitment of all participants to listen to all opinions – whether from men, women, girls or boys – with respect, and not to share their experiences outside the classroom.

"

Gender equality will be promoted in all classroom interactions

MAINSTREAMING GENDER INTO CONTENT

A wealth of information about the resettlement country – from health and education services, to employment, politics, geography and national laws – is provided during PDO training. When drafting the curriculum and materials, it is important to include gender-related examples to encourage participants to reach their own (informed) conclusions and help them retain information and facts more easily. This can also be achieved through comparison with the situation in a country they know well (e.g. their country of origin or that of first asylum) and by including SADD. Potentially relevant examples include:

▶ Noting that it may not be possible to choose the sex of your doctor.

▶ Noting that boys and girls attend school together at all ages and are expected to meet the same educational standards (here it would be useful to provide SADD on educational attainments).

▶ Providing specific information for pregnant women and for babies/younger children when providing recommendations about the use of food and medicine in the resettlement country (i.e. not merely providing information intended for a generic adult).

▶ When providing information about the usefulness of and requisites for driving, noting that both women and men drive in the resettlement country (here it might be useful to provide SADD on the proportions of men and women drivers).

▶ Indicating where female personal hygiene products and contraceptives can be found when providing information about shopping.

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When drafting the curriculum and materials, it is important to include gender-related examples to encourage participants to reach their own (informed) conclusions

▶ Noting that the arrival of participants in the resettlement country will be a valuable contribution to the host community and society overall, which will be enriched culturally, linguistically, economically, etc. by the diversity of resettled women, men, boys and girls and their experiences, and that they can enhance solidarity and tolerance among host communities.

GENDER-BALANCED AND DIVERSE PORTRAYALS: DECONSTRUCTING STEREOTYPES

The PDO training curriculum and materials should ensure a balanced depiction of men, women, boys and girls, in content and in form. LGBTQI and other individuals as relevant (e.g. older people, people living with disability, people of diverse ethnicities etc.) should also be visible. Curriculum and materials developers should ensure that portrayals in pictures, case studies, stories, role plays, audio or video materials and so on provide a balance not only in terms of quantity/incidence but also in time allocated. In audio and video materials, the voices of all should be translated, while general voiceovers should be provided by women or girls as well as men and boys, in equal proportions (and as appropriate).

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PDO training materials should systematically portray women and men of diverse backgrounds

In order to help deconstruct gender and other stereotypes, PDO training materials should systematically portray women and men of diverse backgrounds (in terms of nationality, ethnicity, religion, socioeconomic status etc.); in diverse roles (as leaders, interviewers and interviewees, police officers, ordinary people etc.); and in different contexts (family/work, home/school, urban/rural etc.). It is important that depictions of men and women's body language, including gestures, clothing and postures, convey equal status. Men and women alike should be quoted as expert sources of information and opinion. Equality in names, labels and titles should be respected (except for safety/privacy reasons): for example, materials should avoid calling a woman by her first name or role while calling a man by his last or full name, or providing titles (Dr., Captain etc.) for men and not women.

A SPECIFIC GENDER MODULE

A specific module on gender should be included in PDO training to improve participants' gender-related awareness, knowledge and skills. The module should also provide participants with the tools to address specific gender-related challenges, both at the time of the training and in the resettlement country.

Suggestions for contents and methods are provided below. Where the PDO curriculum already includes some of the suggested content in other modules, there are a number of options for the gender module based on the extent to which gender issues have been touched upon elsewhere and on the understanding and skills of the group. The first option is to work further and in depth on gender issues already touched upon in other modules. The second is to use the gender module to summarise issues previously discussed and work in depth on additional ones. The third is to work in depth on gender concepts (see Annex I: Glossary of Gender Terms) and more advanced content.

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The module should include information on the importance of gender equality and how it features in the resettlement country's legal framework

1. Gender equality: National laws, rights and responsibilities

The module should include information on the importance of gender equality and how it features in the resettlement country's legal framework and society. It should provide an overview of the resettlement country's adoption of international human rights conventions protecting and empowering women, children and LGBTQI communities, and of national legislation to enforce these rights and promote gender equality. These can include laws ensuring the equal right to freedom of opinion and of movement; equal rights to education and employment; equal responsibilities in relation to taking care of children and the household; the equal right to access health services and make decisions regarding one's own body; etc.

The module should outline the gender-related rights and legal responsibilities of women and men, boys and girls and provide examples

of how these translate into practice (such as both boys and girls needing to go to school until a certain age; joint parental responsibility for children; the right of both women and men to work; etc.). It should also provide information about the legislative, judicial and executive powers of the resettlement country in relation to these rights and responsibilities, including criminal responsibility and punishment (such as for perpetrators of gender-based violence).

The module should articulate the key differences between the law of the country of origin (and of first asylum, as relevant) and that of the resettlement country. It should in particular provide examples of such differences that are of immediate interest to refugees (such as laws prohibiting the use of veils that fully cover a person's face in public buildings; or permitting the public expression of affection between couples, including those of the same sex; or enshrining the right of women to work outside the household etc.).

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The module should articulate the key differences between the law of the country of origin (and of first asylum, as relevant) and that of the resettlement country

2. Gender-based violence

All forms of gender-based violence (GBV) should be explained – sexual, physical, psychological, emotional, verbal, social, financial/economic etc. – and examples discussed with participants. These may include but are not restricted to: female genital mutilation, forced marriage, virginity tests, beatings, burning, threats, marital rape/intimate partner violence, conflict-related sexual violence etc.[4] Portraying women and girls as vulnerable or victims by default should be avoided, and examples should be provided of how men and boys may also be victims of GBV, including sexual violence, and how contexts can contribute to their vulnerability. Information should be provided about mechanisms to report on and address GBV, as well as about government and non-governmental institutions that provide support to survivors of GBV

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4   See Annexes I and III for further definitions, information and links.

and how to access them (phone, email, physical address etc.). Advice should be given on how to do so safely and confidentially (such as by using helpline phone numbers that do not appear on a phone bill).

Participants should be reminded that they are expected to abide by the law of the country of resettlement with regard to GBV and other forms of gender-related harassment and to respect its culture (as long as that culture does not conflict with the law!).

3. Culture and society

The module should provide information about and examples of gender-related cultural dynamics in the resettlement country, particularly those that are substantially different from those in the country of origin and the country of first asylum (which act as the primary referents for participants) and which are not already included in other training content. These may include expectations for women and men alike to work, to make decisions about household finances and to take care of household responsibilities, and so on. Other important topics include the debate about abortion (and other sexual and reproductive health and rights issues, such as access to contraception); salary differences between men and women; milestone laws; demonstrations; the promotion of the 'work-life balance'; etc. They also include social behaviours and dynamics. Information should be provided about recent developments, including the ongoing discussions about gendered body language (e.g. 'manspreading'); catcalling; 'mansplaining'; the #metoo movement etc.

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Positive emphasis should be placed on the equal rights under international law (and national law where relevant) of LGBTQI individuals

Positive emphasis should be placed on the equal rights under international law (and national law where relevant) of LGBTQI individuals and the widespread social acceptance of their enjoyment of these rights. Attention could be drawn to gay marriage; family planning in gay families, including adoption; Pride celebrations and other cultural references; trans acceptance etc.

4. Methods

Gender equality and gender roles can be very sensitive issues. It is important to avoid confrontation and instead promote the active participation of refugees, facilitating their learning process with tools and methods that raise awareness about the benefits of gender equality for all: women, girls, men and boys. Although many discussions should take place with both sexes present, for certain specific topics dividing groups by gender or age may facilitate a more open and cohesive discussion and/or learning environment. For example, men might feel more comfortable talking about their health needs among other men. Women may participate more freely and openly in a group of other women. Older participants may be less inhibited and more likely to open up when their younger peers are not present; and younger people may be less inhibited and more likely to open up without their older peers (Cultural Orientation Resource Center, 2014). Decisions about which topics require this approach need to be based on an understanding of the sociocultural and religious background(s) of the group. Examples of participative methods for gender training can be found in Annex II.

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It is important to avoid confrontation and instead promote the active participation of refugees

Delivery
of the training

TRAINERS

In addition to the abovementioned professional requirements for staff, PDO gender trainers need to genuinely acknowledge gender diversity, and to respect and normalize it in the way they conduct sessions, even when directly challenged by participants. Trainers should avoid reinforcing existing gender roles. They should prepare for the need to react rapidly to inappropriate and/or sexist comments and behaviour by participants, and to challenge resistance and prejudices surrounding gender. Trainer's reactions depend on the situation, the trainer's skills and confidence and the challenging participant. The trainer could induce reflection in such situations by asking why the participant thinks that way, what principles and/or legal grounds lie behind the comment or behaviour, etc.

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Trainers should avoid reinforcing existing gender roles

Trainers should pay careful attention to the use of gender-inclusive language, and always aim to provide information disaggregated by sex and other elements of diversity, as relevant for the content of the PDO training. Trainers for the gender module need to have the skills and flexibility to adapt the delivery of the training, to a reasonable extent, to participants' skills and needs, and they should be creative enough to make changes as necessary without neglecting to convey key messages and meet objectives. They should ideally have the capacity to observe and detect issues and gendered dynamics that were not identified during the needs-assessment phase (EIGE, 2016).

ATTENDANCE

PDO training staff should promote the attendance of women and men in the training course in proportion to the gender ratio among refugees selected for the programme. The attendance of boys and girls should be encouraged, too, as long as they are able to follow the

course and feel comfortable attending it with adults/their families. If specific PDO training is provided for boys and girls, their attendance and participation should also be encouraged.

In order to ensure that women and girls can attend, it is important to facilitate childcare during the training. Due consideration must also be given to sufficient and adequate bathroom facilities, meal arrangements and facilities for breastfeeding, and to ensuring these are safe, appropriate and accessible to all who need them.

PARTICIPATION AND DECISION-MAKING

The active participation of women, girls, boys and men during PDO training should continue to be encouraged. Taking into account any cultural sensitivities, trainers can call on women and girls directly or indirectly to encourage their participation and engage them in discussions. To do this indirectly, they could use criteria that sound random but target a specific woman or girl: for example, trainers could ask for an answer from somebody who is wearing a white t-shirt, or who is sitting next to somebody with a moustache etc. Trainers should also continue the good practice of organizing seating arrangements to mix groups and making sure that group reporters are both women and men. Arrangements can also include assigning spouses to different groups, in order to allow them to participate in discussions more freely (for example, should their culture, tradition or personal situation not allow women to do so in the presence of their husband). Trainers should make sure that seating arrangements do not reinforce gender roles (for instance, avoiding situations in which men and boys sit in the front of the room and women and girls behind them).

In addition, if women (or men) are less represented in decision-making positions and leadership in the room, trainers may need to act to increase their participation and ensure their voices are heard. Decisions may include helping the group to choose between two methods for conducting a specific exercise; whether to pause for lunch before or after the next session, if ahead or behind schedule; selecting someone to present group work; etc.

PDO training provides an excellent opportunity to start establishing links between the pre-departure and post-arrival stages of the resettlement process that will facilitate integration. This can include enabling refugees to start interacting with peers, host community mentors and reception staff from/in countries of resettlement and recruiting the latter to share their experiences with refugees. It is important in these situations to ensure consistent messaging about gender equality. Where non-trainers (such as community mentors, peers and resettled refugees) are involved in training sessions (via conference, recorded video or in person), they should be gender aware, and provide a realistic, constructive view of integration prospects, including in relation to gender issues. In order to ensure this, and that they do not reproduce negative gender roles and stereotypes in their contributions to PDO training, contributions (especially if ad hoc) should be discussed ahead of time with the trainer. If such contributions constitute an integral part of the curriculum, then they should be discussed with designers and developers.

Numerous decisions – for example on the appropriateness of a specific gender-related activity for the group, or how advanced the content can be, based on the group and individuals' knowledge and sensitivities – will need to be made on the spot by trainers. Trainers will need to constantly assess situations and use their best judgement in the best interest of participants and the PDO training objectives. It is important that trainers make sure that the content and methods of the sessions do not raise or nourish unrealistic expectations among participants about the reality in the resettlement country, including potential support.

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PDO training provides an excellent opportunity to start establishing links between the pre-departure and post-arrival stages

Evaluation

Following every PDO training, it is recommended that an evaluation report be completed by the trainer, with the support of the interpreter and/or cultural facilitator if applicable. The evaluation report should reflect a gender focus and be consistent with the gender-related objectives and results elaborated during strategic gender programming. The report should cover three key areas:

1. An assessment of the gender-related knowledge and skills gained by participants during the training course. Trainers should also assess whether men and women, boys and girls benefitted equally from the course and, if not, what were the main obstacles to and differences in their learning. Furthermore, they should identify whether the training challenged gender roles; whether it had any impact on perceptions of gender roles among women, men, boys and girls and on their understanding of gender equality; and whether it contributed to empowering women and girls (and men and boys, as applicable), and how.

    The assessment should take place at the end of the training course and could use various methods: the observation of new skills acquired throughout the training; a reflection or debriefing session; or asking participants to restate information or demonstrate what skills have been learned (using a simulation or role play, for example).

2. An evaluation of the feedback provided by *all* participants (men, women, girls and boys) on the PDO training, covering the relevance to each individual of the training contents and methodology as well as self-perceived transformations or learning.

This information can be collected in different ways, including verbally, in groups, at the end of the training course. Participants could be asked to complete flipcharts with happy/sad faces, or +/- symbols, to indicate which topics and activities were interesting and worked well, and which were not. If participants are literate, an anonymous evaluation form can be completed, which should have space for participants to provide information about their sex and age.

In addition, a number of recent participants of PDO training who have been resettled for two or three months could be chosen to provide feedback on their perceptions of the impacts of the gender elements of the course, both during pre-departure and up to the present time.

3.   The trainer's self-assessment of performance and an analysis of the effectiveness of the course contents and methods, identifying good practices, lessons learned and challenges for each delivery of the course.

It would also be very valuable to conduct regular online meetings between the various IOM offices delivering PDO training to share and learn from each office's experiences of gender mainstreaming in PDO training. The meetings should include specific sessions or discussions on participants' responses to and feedback on gender modules and gender content, and be used to share recent information on challenges, good practices and lessons learned. The exchanges will help each office to adjust to the evolving needs and expectations of women, boys, girls and men and improve the gender-related aspects of PDO training.

Specific issues to look at in the evaluation report include:

►   Whether the participant being assessed by the trainer/evaluating the training is female or male.

▶ Whether the participant considers she or he has gained an understanding of legal, illegal, acceptable and unacceptable behaviours, related to gender, in the resettlement country.

▶ Whether the participant has gained gender-related skills and knowledge and whether there have been any changes in assumptions about gender roles and stereotypes.

▶ Whether the participant has an understanding of what constitutes GBV and of types of GBV, and where to seek support.

▶ Whether the methods used to discuss sensitive gender issues were appropriate.

Finally, gender-inclusive language and sex- and age-disaggregated data should be integral parts of the evaluation.

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Conclusion

Mainstreaming gender into PDO training for refugees is an important part of the resettlement and integration process – for individuals, for resettlement countries and for the broader goal of achieving gender equality. Only the commitment of PDO training staff, at all levels, to ensuring that gender is mainstreamed throughout the training process, from design to delivery to evaluation, will ensure its success. Existing training programmes and curricula contain many, if not most, of the elements required. These guidelines will help to address any gaps, and to guide future programme development.

Annex I
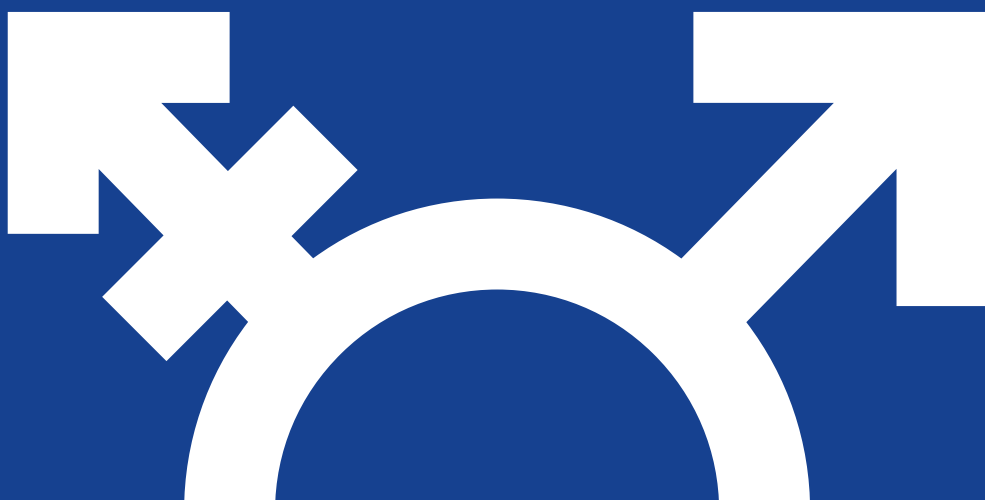
Glossary of gender terms[1]

CISGENDER

A term used to describe people whose sense of their own gender is aligned with the sex that they were assigned at birth.

(OHCHR 2016)

DISCRIMINATION AGAINST WOMEN

Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

(United Nations 1979, Article 1)

EMPOWERMENT

A basic concept of human rights and development that refers to the process through which people individually and collectively become conscious of how power relations operate in their lives and gain the necessary confidence and strength to change inequalities and strengthen their economic, political and social position.

(IOM 2015a)

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1   Full references can be found in Annex III: References.

GENDER

The socially constructed roles and relationships, personality traits, attitudes, behaviours, values, relative power and influence that society ascribes to males and females on a differential basis. Gender is relational and refers not simply to women or men, but to the relationship between them. Although notions of gender are deeply rooted in every culture, they are also changeable over time and have wide variations both within and between cultures.

(IOM 2015a)

GENDER ANALYSIS

An assessment of the roles of, and relations between, women and men, girls and boys. It recognizes that all individuals' lives, and therefore experiences, needs, issues and priorities, are different. A gender analysis should be integrated into all sector assessments and situational analyses, starting with the conceptualization phase.

(IOM 2015a)

GENDER BALANCE IN STAFFING

Ensuring equal representation of male and female staff members at all levels in an organization. It is also known as gender parity in staffing.

(IOM 2015a)

GENDER BLINDNESS

The failure to recognize that the roles and responsibilities of men/boys and women/girls are assigned to them in specific social, cultural, economic and political contexts and backgrounds. Projects, programmes, policies and attitudes which are gender blind do not take into account these different roles and diverse needs. They maintain the status quo and will not help transform the unequal structure of gender relations.

(UN WOMEN Training Centre, no date (b))

GENDER DIVERSITY

A term that recognizes that many peoples' preferences and self-expression fall outside commonly understood gender norms.

(UN WOMEN Training Centre, no date (b))

GENDER EQUALITY[2]

The equal rights, responsibilities and opportunities of all individuals. Equality means that rights, responsibilities and opportunities will not depend on one's sex as determined at birth. Gender equality does not imply that all individuals are the same, but rather that the interests, needs, capacities and priorities of all are taken into consideration.

(IOM 2015a)

GENDER GAP

Any disparity between women and men's condition or position in society. It is often used to refer to a difference in average earnings between women and men, e.g. the "gender pay gap." However, gender gaps can be found in many areas, such as the four pillars that the World Economic Forum uses to calculate its Gender Gap Index, namely: economic participation and opportunity, educational attainment, health and survival, and political empowerment.

(UN WOMEN Training Centre, no date (b))

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2   Note: General Recommendation 28 of the CEDAW Committee states that: "States parties are called upon to use exclusively the concepts of equality of women and men or gender equality and not to use the concept of gender equity in implementing their obligations under the Convention. The latter concept is used in some jurisdictions to refer to fair treatment of women and men, according to their respective needs. This may include equal treatment, or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities". (UN WOMEN Training Centre, no date (b)).

GENDER IDENTITY

Gender identity reflects a deeply felt and experienced sense of one's own gender. Everyone has a gender identity, which is part of their overall identity. A person's gender identity is typically aligned with the sex assigned to them at birth. [See also *cisgender; non-binary*; and *transgender*.]

(OHCHR 2016)

GENDER MAINSTREAMING

At IOM, this is the process of assessing the gendered implications for all migrants of any planned action, including policies, programming or legislation. It is a strategy for making the concerns and experiences of women, men, boys and girls an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes so that all migrants benefit equally and inequality is not perpetuated. The ultimate goal is to achieve *gender equality*.

(IOM 2015a)

GENDER NORMS

Gender norms are ideas about how men and women should be and act. We internalize and learn these "rules" early in life. This sets up a life cycle of gender socialization and stereotyping. Put another way, gender norms are the standards and expectations to which gender identity generally conforms, within a range that defines a particular society, culture and community at that point in time.

(UN WOMEN Training Centre, no date (b))

GENDER RELATIONS

Gender relations are the specific sub-set of social relations uniting men and women as social groups in a particular community, including how power and access to and control over resources are distributed between the sexes. Gender relations intersect with all other influences on social relations — age, ethnicity, race, religion — to determine the position and

identity of people in a social group. Since gender relations are a social construct, they can be transformed over time to become more equitable.

(UN WOMEN Training Centre, no date (b))

GENDER ROLES

Social and behavioural norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. These often determine the traditional responsibilities and tasks assigned to men, women, boys and girls... Gender-specific roles are often conditioned by household structure, access to resources, specific impacts of the global economy, occurrence of conflict or disaster, and other locally relevant factors such as ecological conditions. Like gender itself, gender roles can evolve over time, in particular through the empowerment of women and transformation of masculinities.

(UN WOMEN Training Centre, no date (b))

GENDER SENSITIVITY

Being gender-sensitive or acting in a gender-sensitive manner means using respectful and non-discriminatory language and taking into account the different situations, needs and attributes of women, men and others, in order to make sure behaviours, mindsets or programmes respect the human rights of all persons.

(OHCHR 2018)

GENDER STEREOTYPES

Simplistic generalizations about the gender attributes, differences and roles of women and men. Stereotypical characteristics about men are that they are competitive, acquisitive, autonomous, independent, confrontational and concerned about private goods. Parallel stereotypes of women hold that they are cooperative, nurturing, caring, connecting, group-oriented and concerned about public goods. Stereotypes are often used to justify gender discrimination more broadly and can be reflected and reinforced by traditional and modern theories, laws and

institutional practices. Messages reinforcing gender stereotypes and the idea that women are inferior come in a variety of "packages" – from songs and advertising to traditional proverbs.

(UN WOMEN Training Centre, no date (b))

GENDER-BASED DISCRIMINATION

Includes any distinction, exclusion or restriction due to gender that has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise of human rights and fundamental freedoms. Direct discrimination occurs when a difference in treatment relies directly on distinctions based exclusively on characteristics of an individual related to their sex and gender, which cannot be justified on objective and reasonable grounds (e.g. laws excluding women from serving as judges). Indirect discrimination occurs when a law, policy, programme or practice appears to be neutral but has a disproportionate negative effect on women or men when implemented (e.g. pension schemes that exclude, for instance, part- time workers, most of whom are women).

(OHCHR 2018)

GENDER-BASED VIOLENCE (GBV)[3]

An umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (gender) differences between females and males. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private.

The term is most commonly used to underscore how systemic inequality between males and females – which exists in every society in the world

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3   For a more complete list of forms/types of GBV, see IOM, *Institutional framework for addressing gender-based violence in crises* (IOM 2018a).

– acts as a unifying and foundational characteristic of most forms of violence perpetrated against women and girls. It is also increasingly used by some actors to highlight the gendered dimensions of certain forms of violence against men and boys – particularly some forms of sexual violence committed with the explicit purpose of reinforcing gender inequitable norms of masculinity and femininity (e.g. sexual violence committed in armed conflict aimed at emasculating or feminizing the enemy). It is also used by some actors to describe violence perpetrated against lesbian, gay, bisexual, transgender and intersex (LGBTI) persons that is "driven by a desire to punish those seen as defying gender norms".

(IASC 2015)

The nature and extent of specific types of GBV vary across cultures, countries and regions. Examples include sexual violence, including sexual exploitation/abuse and forced prostitution; domestic violence; trafficking; forced/early marriage; harmful traditional practices such as female genital mutilation; honour killings; and widow inheritance.

There are different kinds of violence, including (but not limited to) physical, verbal, sexual, psychological, and socioeconomic violence.

1. **Physical violence:** Physical violence is an act attempting to inflict or resulting in pain and/or physical injury. It includes beating, burning, kicking, punching, biting, maiming, the use of objects or weapons, or tearing out hair. At its most extreme, physical violence may lead to femicide, or the gender-based killing of a woman. Some classifications also include trafficking and slavery in the category of physical violence because initial coercion is often experienced, and the young women and men involved end up becoming victims of further violence as a result of their enslavement.

2. **Verbal violence:** Verbal abuse can include put-downs in private or in front of others, ridiculing, the use of swear-words that are

especially uncomfortable for the other, threatening other forms of violence against the victim or against somebody or something dear to them. Other times the verbal abuse is related to the background of the victim, insulting or threatening her on the basis of religion, culture, language, (perceived) sexual orientation or traditions.

3. **Sexual violence:** Sexual violence includes many actions that are equally hurtful to every victim and are used similarly in the public and private sphere. Examples include rape (sexual violence including some form of penetration of the victim's body), marital rape and attempted rape. Other types of forced sexual activities include being forced to watch somebody [X], forcing somebody to [X] in front of others, forced unsafe sex, sexual harassment, and, in the case of women, abuse related to reproduction (forced pregnancy, forced abortion, forced sterilization).[4]

4. **Psychological violence:** Psychological violence can include, for example, threatening behaviours that do not necessarily involve physical violence or even verbal abuse. It can include actions that refer to former acts of violence, or purposeful ignorance and neglect of the other. Psychological violence may also be perpetrated through isolation or confinement, withholding information, disinformation, etc.

5. **Socio-economic violence:** Socio-economic violence is both a cause and an effect of dominant gender power relations in societies. Some of the most typical forms of socio-economic violence include taking away the victim's earnings, not allowing her to have a separate income (forced 'housewife' status, working in the family business without a salary), or making her unfit for work through targeted physical abuse. In the public sphere this can include denial of access

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4   [X] denotes a sexual activity.

to education or (equally) paid work (mainly to women), denial of access to services, exclusion from certain jobs, denial of the enjoyment and exercise of civil, cultural, social, or political rights.

(UN WOMEN Training Centre, no date (b))

GENDER-NEUTRAL, GENDER-SENSITIVE, AND GENDER-TRANSFORMATIVE

The primary objective behind gender mainstreaming is to design and implement development projects, programmes and policies that:

▶ Do not reinforce existing gender inequalities (gender-neutral)

▶ Attempt to redress existing gender inequalities (gender-sensitive)

▶ Attempt to re-define women and men's *gender roles and relations* (gender-positive/transformative)

The degree of integration of a gender perspective in any given project can be seen as a continuum:

Gender-negative	Gender-neutral	Gender-sensitive	Gender-positive	Gender-transformative
Gender inequalities are reinforced to achieve desired development outcomes.	Gender is not considered relevant to the development outcome.	Gender is a means to reach set development goals.	Gender is central to achieving positive development outcomes.	Gender is central to promoting gender equality and achieving positive development outcomes.
Uses gender norms, roles and stereotypes that reinforce gender inequalities.	Gender norms, roles and relations are not affected (worsened or improved).	Addressing gender norms, roles and access to resources in so far as needed to reach project goals.	Changing gender norms, roles and access to resources is a key component of project outcomes.	Transforming unequal gender relations to promote shared power, control of resources, decision-making, and support for women's empowerment.

(UN WOMEN Training Centre, no date (b))

GENDER-RELATED PERSECUTION

Gender-related persecution is a term encompassing the range of different claims in which gender is a relevant consideration in the determination of refugee status. Persecution may result from gender-discriminatory laws in a person's home country or from culturally accepted forms of violence against women, such as domestic abuse, female genital mutilation (FGM), or 'honour' killings, which women may not be able to seek protection from by appealing to their home country governments.

(European Parliamentary Research Service 2016)

INTERSEX

Intersex people are born with physical or biological sex characteristics including sexual anatomy, reproductive organs, hormonal patterns and/or chromosomal patterns that do not fit the typical definitions of male or female. These characteristics may be apparent at birth or emerge later in life, often at puberty. Intersex persons may have any sexual orientation and gender identity.

(OHCHR 2016)

LGBT

Lesbian, gay, bisexual and/or transgender. The first three describe sexual orientation; the fourth gender identity. The acronym is sometimes expanded to LGBTI (including *intersex*) or LGBTQI (including *queer,* representing non-binary gender identities).

(OHCHR 2016)

MULTIPLE DISCRIMINATION

This is a concept used to describe the complexity of discrimination implicating more than one ground, also known as "additive," "accumulative," "compound," "intersectional," "complex bias" or "multi-dimensional inequalities." Though the terminology may seem confusing, it tends to describe two situations:

(1) A situation where an individual is faced with more than one form of grounds-based discrimination (e.g. sex plus disability). In such circumstances, all women and all persons with disabilities (both male and female) are potentially subject to the discrimination.

(2) A situation where discrimination affects only those who are members of more than one group (i.e. only women with disabilities and not men with disabilities), also known as **intersectional discrimination**.

Regarding discrimination against women, CEDAW General Recommendation No. 25 recognizes the following: "Certain groups of women, in addition to suffering from discrimination directed against them as women, may also suffer from multiple forms of discrimination based on additional grounds such as race, ethnic or religious identity, disability, age, class, caste or other factors. Such discrimination may affect these groups of women primarily, or to a different degree or in different ways than men. States parties may need to take specific temporary special measures to eliminate such multiple forms of discrimination against women and its compounded negative impact on them."

(UN WOMEN Training Centre, no date (b))

NON-BINARY

Non-binary gender identities include those that are neither "man" nor "woman". Around the world, a significant number of people identify with a wide diversity of non-binary gender identities, including hijra, third gender, khwaja sira, two-spirit, fa'afafine, genderqueer, transpinoy, muxe, waria and meti.

(OHCHR 2016)

SEX

Sex is the sum of biological and physiological characteristics that typically define men and women, such as reproductive organs, hormonal

make-up, chromosomal patterns, hair-growth patterns, distribution of muscle and fat, body shape and skeletal structure etc.

(OHCHR 2018)

SEX-DISAGGREGATED DATA

Data that are cross-classified by sex, presenting information separately for men and women, (and sometimes boys and girls). Sex-disaggregated data reflect the roles, real situations, general conditions of women and men, girls and boys in every aspect of society, including literacy rates, education levels, business ownership, employment, wage differences, dependants, house and land ownership, loans and credit, debts, etc. When data are not disaggregated by sex, it is more difficult to identify real and potential inequalities. Sex-disaggregated data are necessary for effective gender analysis.

(UN WOMEN Training Centre, no date (b))

SEXUAL ORIENTATION

Sexual orientation refers to each person's capacity for profound emotional, affectional and sexual attraction to, and intimate and sexual relations with, individuals of a different sex/gender or the same sex/gender or more than one sex/gender. There are three predominant sexual orientations: towards the same sex/gender (homosexuality), towards the opposite sex/gender (heterosexuality) or towards both sexes/genders (bisexuality).

(UN WOMEN Training Centre, no date (b))

SEXUAL RIGHTS

Sexual rights embrace human rights that are already recognized in national laws, international human rights documents and other consensus documents. These include the right of all persons, free of coercion, discrimination and violence, to: the highest attainable standard of health in relation to sexuality, including access to sexual and reproductive health care services; seek, receive and impart information in relation

to sexuality; sexuality education; respect for bodily integrity; choice of partner; decide to be sexually active or not; consensual sexual relations; consensual marriage; decide whether or not, and when to have children; and pursue a satisfying, safe and pleasurable sexual life.

(UN WOMEN Training Centre, no date (b))

TRANSGENDER

Sometimes shortened to "trans", transgender is an umbrella term used to describe people with a wide range of identities – including transsexual people, cross-dressers (sometimes referred to as "transvestites"), people who identify as third gender, and others whose appearance and characteristics are perceived as gender atypical and whose sense of their own gender is different to the sex that they were assigned at birth. Trans women identify as women but were classified as males when they were born. Trans men identify as men but were classified female when they were born. Some transgender people seek surgery or take hormones to bring their body into alignment with their gender identity; others do not. Gender identity is distinct from sexual orientation and sex characteristics.

(OHCHR 2016)

VICTIM BLAMING

Victim blaming exists to a certain degree with all forms of violence. In order not to question the safety of the world around us when we hear of a violent incident, we may examine the behaviour of the victim and assure ourselves that if we avoid such risks and behaviour (e.g. being out late alone, venturing into certain areas, leaving our door unlocked, dressing in a 'provocative' way) we will avoid violence. This natural act of psychological self-defence, however, focuses our attention on the perceived responsibility of the victim, and may neglect to fully question the conduct of the perpetrator. By shifting the blame to the victim in gender-based violence, the focus is on the victim, often a

woman, and her behaviour, rather than on the structural causes and inequalities underlying the violence perpetrated against her.

<div align="right">(UN WOMEN Training Centre, no date (b))</div>

VIOLENCE AGAINST WOMEN

Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. Violence against women shall be understood to encompass, but not be limited to, the following:

a. Physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, intimate partner violence, non-spousal violence and violence related to exploitation;

b. Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment in public spaces and sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution;

c. Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs.

<div align="right">(United Nations 1993a, Articles 1 and 2)</div>

Annex II

Participative methods for gender training

There are a number of participative methods that can be used to address gender in training settings, including PDO. These include (but are not restricted to):

Quizzes to assess participants' gender-related knowledge at the beginning of the module.

▶ Individual, electronically: If participants (1) have electronic devices available; (2) can connect to the internet; *and* (3) are literate in the language of the PDO training, they can connect to a quiz platform, respond anonymously and see the statistics of all responses provided.

▶ Individual, paper: Individuals can complete a paper quiz and self-correct during plenary discussion.

▶ Small-group work: Quizzes are answered in small groups and corrected in plenary discussion.

▶ Whole-group work: The trainer can lead a quiz session with answers suggested by the group.

▶ The trainer and participants discuss in plenary which answers are correct, why the others are not, providing experiences and examples etc. This activity will provide the trainer with an idea of the level of gender awareness of participants, and will help to engage them.

Brainstorming can be used for discussing gender roles in the resettlement country.

► Participants can provide ideas about what they think host communities expect of women and men, girls and boys (at work and school; in medical contexts; with regards to social life; in the household economy; in terms of clothing etc.).

► The discussion can connect with information about national laws regarding gender equality in resettlement countries.

Personal inputs can be very powerful. Examples include:

► In-person interventions from a peer – e.g. a refugee from the same country as the participants who has already resettled in the same country as participants will be – who can act as a mentor, sharing positive gender-related experiences (for instance, examples of their own empowerment or how their prejudices/stereotypes about women and men and their roles were overcome etc.).

  – Participants could play the role of journalists and ask the visitor gender-related questions. This might require previous preparation with the trainer (through a simulation, for instance) to ensure gender-balanced participation in the group.

► A short film about the experiences of peers (a resettled refugee from the same country of origin as participants), with men/women/boys/girls sharing positive messages of their experiences of the benefits of gender equality.

Pictures and images are usually very easily understood by all participants.

► Small-group work or plenary

► Images of common situations could be produced

– e.g. wearing miniskirts; showing affection (among heterosexual or homosexual couples); cross-dressing; smacking a child; hitting an adult woman or man; sexually touching a woman on public transport or in the street etc.

▶ Participants discuss whether the pictures reflect behaviours that are legal or illegal, culturally acceptable or unacceptable in the resettlement country.

Card games

▶ Simple cards could be produced in matching pairs with images and a short description reflecting situations in which traditional gender roles are challenged.

– e.g. a woman working in construction; a girl graduating from engineering school; a man driving children to the doctor; a boy learning how to dance; etc.

▶ Participants find the person in the room who has the matching card. Together they discuss their views and guesses about the legality and cultural appropriateness of the situation, and report back to plenary.

Case studies

▶ Small-group work or plenary

▶ Participants review situations and propose a course of action

– e.g. A lesbian couple has been attacked in a bus stop. The attacker has left, and they are in need of help. What should be done?

▶ The situations and suggested courses of action are discussed in plenary.

Simulations

▶ Small-group work. The trainer can help/be part of the first simulation, to encourage the groups.

▶ Participants simulate scenarios of daily situations (going to school, looking for a job, visiting the doctor, etc.) with a gender dimension.

▶ They explain (or show!) to plenary how the situation might unfold (e.g. a woman is refused a job) and how it might ideally unfold.

Mapping resettlement country support in cases of GBV (including sexual violence)

▶ Small-group work

▶ Each group works on one aspect of GBV support, such as:

  – Identifying actors in the resettlement country from a list; identifying their roles; organizing actors in order of the GBV reporting cycle; illustrating the cycle and actors in a visual scheme (easily understandable in plenary report-back).

  – Presenting one or two forms of GBV (that can be chosen amongst the most relevant for the specific group) etc.

▶ Groups report back to plenary, where clarifications and corrections are made. Copies of corrected presentations/schemes could be provided as part of a post-training package.

Annex III
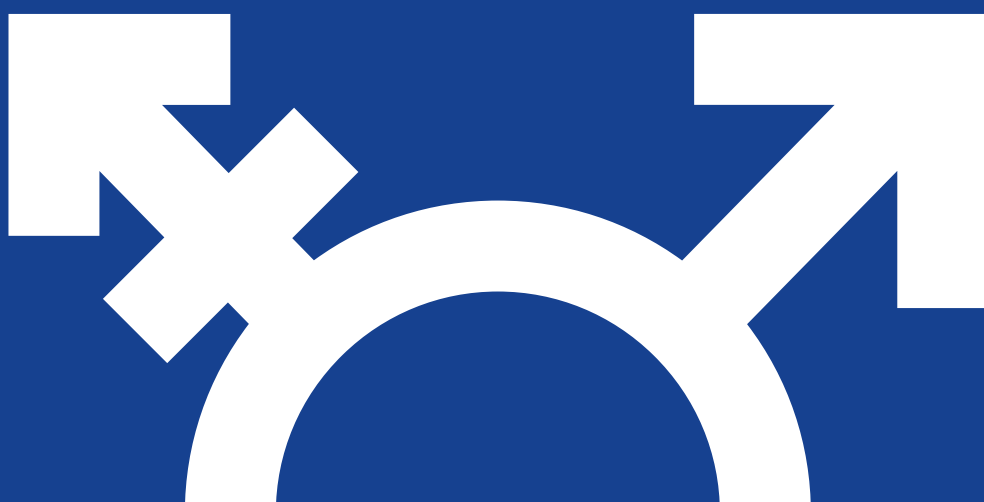
References and additional resources

Please note: The references and links below correspond to the English-language version of documents. In many cases, links to these documents in the other official languages of the United Nations (Arabic, Chinese, French, Russian and Spanish) are available at the linked page.

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in Croatia, Italy, Portugal and Spain