



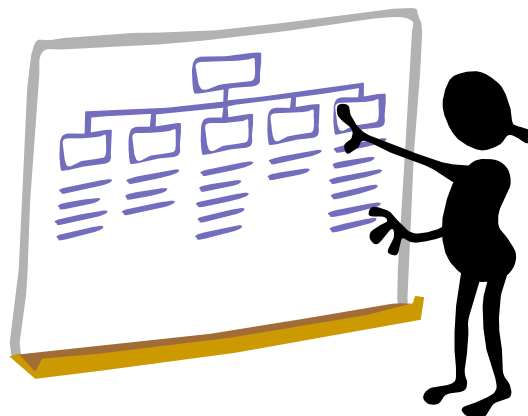
Australia's
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Implementing Gender commitments in the Global Compact on Refugees, and the Multistakeholder Pledge: Gender Equality and Protection from Gender-based Violence.

<https://globalcompactrefugees.org/>

A Web Based Resource Kit and Training Program



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About this package

These materials were developed as a major outcome of a six-year participatory Action Research Project conducted with refugee women in Malaysia, Bangladesh and Thailand from 2018 – 2024. (See the Background and Rationale section of the website for details).

The Methods used and Philosophy Behind them¹

This “Participatory Action Research” methodology was developed by Eileen Pittaway and Linda Bartolomei. It includes a Reciprocal Research methodology which was developed for working with refugee communities (See Annexe 1). It also has a number of tools and exercises designed to support the work of Refugee Led Organisations (RLOs), in particular Women Refugee Led Organisations (WRLOs), and the wide range of stakeholders who are partnering with them.

Allocated Time:

Approximately 5 days, 10 days with interpreters, for the entire kit, with other modules available as required. See page 6 for more information.

Target Audience:

The target audience for this Training Program are members of refugee led organisations and their potential partners. It can include academics, UN staff, government officials, staff in non-government organisations, members of community-based organisations and refugee community leaders.

Optimum number of Participants

The optimum number of participants is 30, plus interpreters, however it has been successfully run with both smaller and much larger groups. If the trainers are confident working with larger groups and dividing them into smaller working groups, it is possible to accommodate more people.

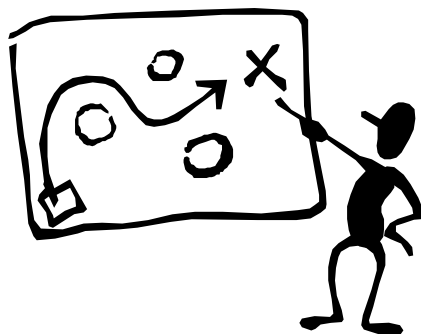
Working with Interpreters

When working with interpreters, remember that each session will take twice as long as without interpreters. It is important to ensure that there are sufficient interpreters for the task. It is an intensive process, and you will need a minimum of two interpreters for each language group so that they can take a rest. It is possible to work with several language groups, but you need to ensure that there are sufficient interpreters if you are using a number of small groups for activities. When using multiple interpreters, group the various language groups together with their interpreters, so that the interpreters can work simultaneously. If you try to use multiple interpreters sequentially, it takes a very long time, and participants get bored and start talking. See the *Working with Interpreters slides* in Additional Resources of the training kit for more details.

¹ <http://www.startts.org.au/default.aspx?id=411&PrintPage=true>

Aim of the Training

This training will provide participants with a range of tools to assist in implementing the commitments made to Gender Equality, Refugee Participation and responses to Sexual and Gender Based Violence in the Global Compact on Refugees.



Objectives of the Training

The complete training program will provide participants with information regarding a number of key barriers to refugee participation and responses to SGBV identified through the research on which this kit is based. They will be introduced to a range of tools and exercises to enable them to identify, analyse and respond to:

1. Structural Barriers,
2. Gender Inequality,
3. Gender-based Social Barriers,
4. Using an Age Gender and Diversity approach,
5. Addressing Sexual and Gender Based Violence,
6. Harnessing Lived Experience,
7. Acknowledging the specific needs of Refugee Men and including them as partners in gender equality,
8. Meaningful Participation,
9. Effective Partnerships,
10. The Power of Privilege,
11. Moving from a Humanitarian to a Human Rights based community development approach,
12. Succession Planning,
13. Barriers to Legal Aspects of Collective working,
14. Using an Intersectional Approach to develop a Strategic Plan.

Outcomes:

Based on the objectives, the participants will identify a number of practice issues and challenges faced by Women Refugee Led Organisations (WRLOs) and will develop strategies to implement positive changes in response to these.

Participants will be confident to undertake effective consultations with diverse communities, focusing on meaningful refugee participation and an improved response to SGBV.

NB Each Module has a number of specific outcomes.

Prerequisites for facilitators

There should ideally be at least two facilitators at all times. This will provide backup for continuity and ensures that the non-verbal signs of the group will be captured and addressed. If possible, a third person to document the proceedings and the responses of participants is extremely useful.

It is very important that the facilitators:

- ❖ have previous experience as trainers,
- ❖ are familiar with the work of UNHCR, the [Global Compact on Refugees](#) and the UNHCR implementation Strategy, and the Human Rights framework,
- ❖ are familiar and comfortable with the concept of gender equality when working with women and men,
- ❖ are skilled in dealing with groups when issues are discussed which can make some members of the groups very distressed,
- ❖ have demonstrated cross-cultural sensitivity,
- ❖ have the ability to gain the respect of the elder women and men in the community,
- ❖ have demonstrated ability to work effectively with multiple interpreters,
- ❖ have worked in camps or urban refugee situations, disaster or conflict zones previously and have experience processing difficult and sometimes traumatising stories,
- ❖ have access to counsellors for presenters, interpreters and participants if needed,
- ❖ can be flexible and reorganise and adapt training materials as needed,
- ❖ can document what is discussed accurately,
- ❖ have a sense of humour,
- ❖ are good working as part of a training team.

Materials in the Training Materials

- ❖ Power point slides, some with videos
- ❖ Slide-notes for the facilitator with activities, games, discussion points and background materials for each session.
- ❖ Background readings, which can be used as Handouts for participants.
- ❖ Tools and exercises to be used in the training sessions, or in the field.
- ❖ A Booklet – ‘Tips for Trainers’.
- ❖ A brief Guide to Working with Interpreters
- ❖ Sample agreements and a module on confidentiality is included in Session 2 in the [Reciprocal Research Training Package](#) available on the Additional Resources tab.

Materials needed to run the course

- ❖ Depending on what is available, and whether there is a reliable source of electricity, or access to the internet, a projector, laptop, external speakers, or printed flip charts of the slides can be used.
- ❖ If possible access to a generator or electrical equipment for some parts of the training, or battery operated data projector, if training is taking place in refugee camps.
- ❖ Plain paper flip charts, marker pens.
- ❖ Books and pens for participants.
- ❖ Plastic folders for participants.
- ❖ Copies of slides and other handouts for participants. (This is especially important if there is no electricity available)
- ❖ Access to the Global Compact on Refugees if internet is available or printed copies.
- ❖ Coloured beads and twine for the 'Human Rights Necklace' (see Reciprocal Research Human Rights Module 2)
- ❖ Coloured cardboard, paper, pictures, glue, tape and brightly coloured pens for the Storyboarding exercise



Notes for preparing to present the Training Course

See Separate Booklet –
“Tips for Trainers”

How to use this Training Kit

It is very important that the facilitators read the entire Training Manual and become familiar with the training materials before delivering the course.

The prior knowledge of the participants, the level of literacy in the groups and the number of interpreters to be used will all have an influence on how much of the material in this kit can be used in the time allocated. It is important that facilitators have as much information as possible about the participants prior to beginning the training, so that they can tailor the materials to the needs of the group. For example, in the ‘Human Rights’ section of the Reciprocal Research package there is background material for a quite sophisticated discussion about human rights for people who have already had some basic human rights training; and also a set of graphics designed to introduce the human rights framework to people for the very first time.

The Manual sets out a suggested structure for each session. There is a set of slides with detailed slide notes for each topic, and these have suggested activities and discussion points. Many of the topics depend on the trainer using local examples or examples from their personal experience to illustrate various issues. It is therefore important to do some background research on the site where the training will be held, and the backgrounds of those who are living in that site.

Relevant examples and stories from the facilitators own experience should be prepared for when these are needed to illustrate points made in the sessions.

There is space in the slide notes for facilitators to write their own notes and examples as an ‘aide memoir’ as part of their preparation to deliver the training.

It is suggested that facilitators prepare a bank of these materials before the training begins and adapt these as necessary as the training proceeds.

If you are training in a remote location, it is important to prepare well in advance and to carry all necessary training materials to the places or training sites.

It is important that you plan and time each session before you present it. Be strict with participants. If you give them 10 minutes for an activity, make sure that they do not take longer. With careful timing it should be possible to cover all of the material, unless participants are totally unfamiliar with the majority of the materials. If you find

that participants need longer to understand some of the content, cut out some of the course material rather than rushing through everything.

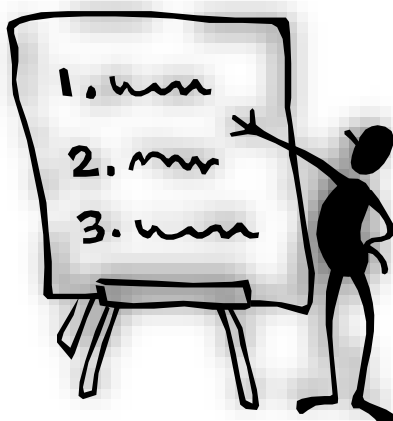
Of course there are exceptions to this rule. At times, when for example, discussing Sexual and Gender Based Violence and other forms of discrimination, participants may need longer to share their experiences and debrief. Often this is the first time they have had the opportunity to talk about it. If the whole group obviously needs to do this, then adjust the program. It is important to discuss confidentiality and make agreements with participants at the start of the training workshop, seeking their ask their permission to document what they are discussing. Only document if they give full permission.

If it is only one or two people, take the person aside and give them an opportunity to talk with you privately, or arrange for the to meet with an experienced counsellor.

If interpreters are used, make sure that there is one flip chart per interpreter, so that the key discussion points and groups feedback are written in all relevant languages.

If some of the participants are pre-literate, carefully explain what is said on the slides through the interpreters. After each group exercise, write the feedback on to a flip chart, then at the end of the session ask the interpreters to read back everything that has been written and check with the participants that it is correct. If the group is literate, ask them to write it in their note books.

Good Luck and Enjoy Presenting this Material



Annexe 1

Background to the Methodologies used

[Reciprocal Research](#), a “Participatory Action Research” methodology was developed by Eileen Pittaway and Linda Bartolomei from the Centre for Refugee Research, UNSW, Sydney. It grew from their work examining the occurrence and impact of systematic rape and sexual abuse on refugee women and girls in camps and refugee sites in Thailand, Kenya, Ethiopia, Sri Lanka, Bangladesh and subsequently in Australia. It is a method developed for use with community groups, and was strongly informed by input from refugee women in community based organisations on the Thai Burma Border. The refugees discussed the fact that they were tired of constant requests to participate in research projects by post graduate students, international non-government organisations, and human rights groups, for which they perceived little or no direct benefit to the people who gave their time. They requested that human rights and gender training be provided as part of the research process, and that they themselves be trained to undertake their own research projects.

The focus of the method is the collection of information from often vulnerable populations in a way that is empowering, not harmful, not exploitative and which has the potential for bringing about social change. It is ideal for use with marginalised and disadvantaged groups who have valid and historically based reasons for distrusting people in authority, including researchers, academics and representatives of government and other institutions. This might include people who experience discrimination on the basis of such things as class, race, gender, disability or refugee status. The reciprocal nature of the method transforms people from subjects of research to participants in research, moves from “harm minimisation” as an ethical base to reciprocal benefit, and from researcher directed projects and outcomes, to participants and community directed outcomes.

Developing Trust

A key to success is the establishment of trust between the researcher and the group with whom she or he is working. Researchers often do not have this luxury, and are often time and resource poor. This is a way of introducing the process, developing a level of trust, and increasing the willingness to participate. It has been found that once groups, even those displaying some obvious reluctance to engage with the researchers, have been shown a video of previous consultations with other groups they quickly agree to engage in the process. In all cases to date that initial trust has quickly grown because of the process itself, enabling the sharing of in-depth testimonies and evidence.

The Reciprocal Research method uses an introduction to human rights and gender issues to provide a context to guide participants through an examination and articulation of issues of critical concern to their communities. Strict confidentiality agreements are negotiated at the beginning of each session, and all participants sign a group agreement.