INTERSECTIONALITY, AGE, GENDER AND DIVERSITY

Making it work for you in situations of forced displacement and statelessness

Training Manual

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UNSW | Australia's Global University
SYDNEY

Refugee women:
Key to the
Global Compact
on Refugees

UNHCR
The UN
Refugee Agency

Use of Materials

CONTENTS

Overview

Information and Suggestions for Facilitators

Training Notes for Facilitators

OVERVIEW

Background

This one-day training session was developed as part of a suite of training materials which are a key output of an Australian Government Funded research project, *Refugee Women and Girls, Key to the Global Compact on Refugees*. It has three separate modules.

About the Training Kit

The purpose of this Training Kit is to introduce and explain the concepts of 'Intersectionality' and the UNHCR 'Age, Gender and Diversity' (AGD) framework and policy to all stakeholders, including refugee-led organisations, UNHCR staff, service providers and volunteers working with refugees, forcibly displaced and stateless persons. We hope it will assist people to apply these principles in their own practice and organisations.

By the end of the training, participants will:

Be familiar with the concepts of 'Intersectionality' and 'Age, Gender and Diversity' (AGD) and their importance in all aspects of policy and service provision

Be able to apply the concepts of 'Intersectionality' and 'Age, Gender and Diversity' (AGD) in their work

Training materials

The training package includes:

- The manual, which provides information and suggestions for facilitators.

- Training slides for each module

- Additional information for the facilitator, which can be given as a handout to participants.

These materials are all available to download from:

Training kits | Social Sciences - UNSW Sydney

INFORMATION AND SUGGESTIONS FOR FACILITATORS

Using this manual

This manual provides an overview of the training and outlines the content and objectives of the module. It details the materials needed to run the session and provides guidance for using the training materials.

It is strongly recommended that, if possible, facilitators complete the module as a participant before facilitating the training with others.

Facilitation notes, background information and points for discussion are provided for the module and each slide. These include some suggested questions for participants, and some tips for the facilitators. However the use of local and personal examples is critical to bring the material to life.

It is important that facilitators are familiar with the all the training materials before facilitating it. The issues raised in this training could be contentious e.g. working with the LGBTQI+ communities, responding to rape and sexual abuse. Facilitators should expect to be asked difficult questions. They need to be well prepared in order to make sure that the group feels supported and understood and the discussion is constructive. If facilitators are not confident in their ability to respond to questions such as these in a way that is respectful to the group concerned and reflects the practice in their agency, it is OK to say so and refer participants to other facilitators.

Structure of the training

This training is delivered in 3 modules:

Module 1: What are 'Intersectionality' and 'Age, Gender and Diversity'?

Module 2: 'Intersectionality' and 'Age, Gender and Diversity': Why do they matter?

Module 3: Intersectionality' and 'Age, Gender and Diversity': How can we use them?

The modules are designed so that they can be delivered in a single day of training. The full day format enables participants to practice analysing and applying the concepts of Intersectionality and Age, Gender and Diversity to their work.

If you aren't able to run a full day's training, a one hour Presentation Kit is also included in this package.

Tips for Trainers

There is a comprehensive booklet giving tips to trainers available at:
Tips for trainers (unsw.edu.au)

Using examples from your own experience

Real-life examples will bring to life the information in this training for participants and make it relevant to their own experiences. In preparing to deliver the modules, facilitators should work through the slides and identify where they can apply examples from their own experiences as a starting point for discussion. Allow people to share their experiences of using Intersectionality and using an Age, Gender and Diversity approach, or how they think they could use it and what this has meant/could mean for their practice. You may find that people express frustration about this, and you will need to allocate time to unpack what they share – i.e. what, why and can anything be done?

Leading discussion

Encourage discussion and ask questions of the group throughout the training. Be conscious that this discussion is likely to be contentious and you could easily spend half an hour discussing one issue. Use your skills as a trainer to monitor the time whilst allowing the participants to feel heard and validated in their responses.

Working with interpreters

If interpreters are needed it is essential that they are familiar with the training material before thesession begins. They should have a chance to read through the slides and discuss the material with the facilitator before the training to clarify any questions or confusion. Make sure interpretersare comfortable discussing challenging issues.

When using an interpreter, if possible, the slides should be translated into the relevant language.If not, provide copies of the slides to the participants as handouts and encourage them to write theinterpreter's translations directly onto these. Especially when working with interpreters, encourage participants to make notes in all sessions. This is an invaluable aid to learning and retaining the materials presented.

Module 1:

What are 'Intersectionality' and 'Age, Gender and Diversity'?

Session Length	2 Hours
Session Objectives	At the end of this session participants will: • Be familiar with the concepts of 'Intersectionality' and 'Age, Gender and Diversity'
Materials	Materials needed to run the sessions: ▪ Module 1 slides and participant handouts ▪ Whiteboard or flip chart paper and whiteboard markers ▪ Nametags

Module 1 Slides	Module 1: Facilitation notes and points for discussion
Slide 1: **Title slide** 	Module 1: What are 'Intersectionality' and 'Age, Gender and Diversity'?
Slide 2: **Welcome and introductions** 	Introduce yourself and the aim of the training and go through any housekeeping. The purpose of this training is to help people understand the concepts of 'Intersectionality' and 'Age, Gender and Diversity', why they matter and how they should be applied. The training has 3 modules. Ask participants to introduce themselves and if time permits conduct a short 'icebreaker' exercise. For example, where do they work, what is their role and their biggest concern in this arena?
Slide 3: **Confidentiality** 	Remind participants about the importance of confidentiality. Although this is a short training, confidentiality helps to build trust and create a safe space for open discussion. Ask participants and anyone else in the room to agree that any personal stories or opinions that are shared in the room stay in the room.
Slide 4: 	Show Part 1 of the training video: 'Intersectionality and Age, Gender and Diversity'.

Slide 5: **What is intersectionality?** 	Intersectionality refers to the ways in which the different aspects of a person's identity, what we will call layers, affect the way they are viewed by others and thus affects their life. 'Intersectionality' is a sociological theory first articulated by Professor Kimberly Crenshaw in 1989, to describe the impact of multiple oppressions experienced by black women. It examines how various socially and culturally constructed categories, such as gender, race, class, disability, and other axes of identity, interact on multiple and often simultaneous levels and contribute to systematic social inequality. Intersectionality holds that the classical conceptualizations of oppression within society, such as racism, sexism, and religion-based bigotry, do not act independently of one another. Instead, these forms of oppression interrelate, creating a system of oppression that reflects the 'intersection' of multiple forms of discrimination. We often 'label' people according to these discriminations. Give participants the opportunity to ask questions as it is quite a complex concept. There is reference list to provide you with more detailed information at page 15.
Slide 6: **Intersectional strengths and vulnerabilities** 	In the context of work with forcibly displaced and stateless persons, intersectionality recognises that intersecting and overlapping identities can be both oppressive and empowering. Intersectionality creates both strengths and vulnerabilities in individuals. Some of our identities help us to be resilient and productive members of our communities, but others lead to discrimination, marginalisation and oppression.
Slide 7: **Example: refugee girl** 	For example, consider a refugee girl. What might some of her identity labels be? Ask for suggestions from the group and prompt them to consider key identities such as age, gender, religion, and refugee status, as well as to consider what some of her positive identities might be. She might be a young girl with a disability from a minority religious group. She might face discrimination because of her age, her gender, her disability, and her religion. However, she has many other layers. She is a strong advocate, an excellent student, and a proud practitioner of her religion, which provides her with a lot of support.

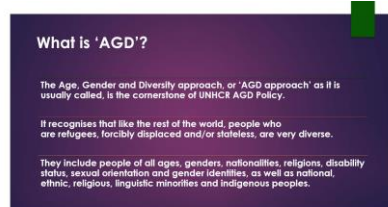|	
Slide 8: **Example:** **refugee man** 	Now we can look at the example of an older refugee man. What might some of his identity labels be? Ask for suggestions from the group and prompt them to consider key identities such as age, gender, religion, refugee status, socioeconomic status, educational and professional status, as well as to consider what some of his positive identities might be. He might face discrimination because he is preliterate, and stateless. But perhaps he is also a widower who has assumed the responsibility of his grandchildren and has started a group for men in his community on how to change their perspectives around gender roles.
Slide 9: **Exercise:** **identifying** **intersectionality** 	Ask participants to write a list of all the identity labels that apply to them. Tell them to only include those they are happy to share with others. For example: age, gender, sexuality, cultural/racial heritage, profession, family status, health status, religion, citizenship, disabilities, talents, and interests. Depending on how many participants there are, in pairs, or small groups ask them to share their lists and discuss which of their identities provide strength and which are a vulnerability. Give each small group two minutes to feed back to the whole group. The facilitator can list positive and negative identities on flip chart paper and sum up the discussion.
Slide 10: **What is 'AGD'?** 	The Age, Gender and Diversity approach, or 'AGD approach' as it is usually called, is the cornerstone of UNHCR AGD Policy and recognises that like the rest of the world, people who are refugees, forcibly displaced and/or stateless, are very diverse. They include people of all ages, genders, nationalities, religions, disability status, sexual orientation and gender identities, as well as national, ethnic, religious, linguistic minorities and indigenous peoples.

Slide 11: **AGD Policy** 	Ask participants if they are aware of the UNHCR AGD policy. The AGD Policy is designed to ensure that all diverse groups are treated equally. It calls for inclusive programming to ensure that no one is left out. It promises that all refugees, forcibly displaced and stateless people can participate in decision making about their own lives, that all people, including all women and girls, have equal access to documentation, and control over food and relief items and cash. It aims to provide equal access to economic opportunities, work, education and health services. Very importantly, it commits to providing comprehensive prevention, response and risk mitigation services to address gender-based violence, including sexual violence.
Slide 12: **Review activity** 	In pairs or small groups, write a definition of intersectionality and the AGD policy in your own words and then share them with the large group. As facilitator, draw out and emphasise the key points about each as the participants read their definitions.

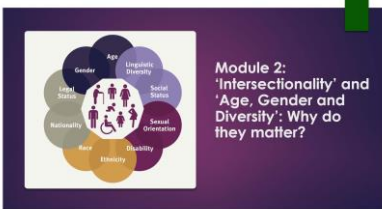## Module 2:

'Intersectionality' and 'Age, Gender and Diversity': Why do they matter?

Session Length	2 Hours with exercises
Session Objectives	At the end of this session participants will: • Understand why 'Intersectionality' and 'Age, Gender and Diversity' are essential concepts to understand and apply when working with refugees, forcibly displaced and stateless people. • Be able to analyse intersectionality using the 'road map' and 'identity label' techniques
Materials	Materials needed to run the sessions: ▪ Module 2 slides and participant handouts ▪ Whiteboard or flip chart paper and whiteboard markers ▪ Nametags

Module 2 Slides	Module 2: Facilitation notes and points for discussion
Slide 1:	Module 2: 'Intersectionality' and 'Age, Gender and Diversity': Why do they matter?
Slide 2:	Show Part 2 of the training video: 'How Intersectionality and the Age, Gender and Diversity approach relate to each other'.
Slide 3: **How do intersectionality and AGD relate to one another?** 	Understanding intersectionality helps us to apply the AGD policy in a meaningful way. It ensures that we are not only seeing the various aspects of a refugee's identity, but the way they work together to create unique challenges and strengths. For example a refugee woman might suffer from gender discrimination, be shamed because she is a victim of rape, and face discrimination because she is pre-literate. This might prevent her from becoming involved in refugee committees and decision making, despite the fact that she is a strong supporter of GBV survivors and has a wealth of traditional skills and knowledge.
Slide 4: **Intersectionality as a 'road map'** 	We can think of intersectionality like the junction where busy roads meet. This is the metaphor that Kimberely Cranshaw used when she first conceptualised the way that multiple discriminations intersected and compounded for the person experiencing them. Each street name is a layer that could lead to discrimination. These impact on forcibly displaced or stateless persons' identities to increase their exposure to human rights abuses. They can include age, gender, race, class, disability, sexual orientation, nationality,

	ethnicity, legal status, and many others. At major intersections these forms of discrimination may come together with high risks due to the intense impact for those in the middle of the intersection. For example if a woman is discriminated against because she single, raped and with a child, and from a minority ethnic or religious group, she may not be able to find safe shelter, food security, health care or education for her child. Her only option for survival could be a forced marriage or to sell sex in order to have some money for basic needs. To assist this woman we need to address each of the discriminations she faces so that she can draw on her strengths to survive and thrive.
Slide 5: **Exercise: intersectionality as a road map** 	Ask the participants at first individually, then in small groups, to think of a particularly vulnerable refugee or forcibly displaced individual they have worked with. Create a 'road map' analysis of the multiple discriminations they may be experiencing, which compound to contribute to their vulnerability. In your analysis consider: gender, race, ethnicity, religion, age, ability, socioeconomic status, legal status, sexuality. Name the services which would be needed to address these discriminations. From each group, present one example to the large group. The facilitator will draw the findings together.
Slide 6: 	Show Part 3 of the training video: 'The power of identity layers and identity labels'.
Slide 7: **Celebrating our different Layers** 	▶ Layers are a positive aspect of our identities. ▶ We all have many layers, they make us the interesting and diverse people we are. ▶ Most people do not see all of our layers. ▶ Their perception of us is formed by just what they see, and how they feel about that layer.

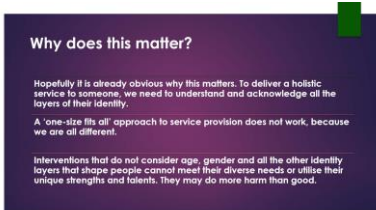|	
	▶ Problems can occur when some of the layers are turned into negative labels which people put onto us. Ask participants to think about what people might see when they look at them, and which of their layers might be hidden. Which can they hide and which are there for everyone to see?
Slide 8: **The power of identity labels** 	Identity labels are a powerful way to analyse intersectional vulnerabilities and strengths. But as social beings, we all acquire multiple identity labels, some that we choose ourselves and some that others place on us. People create these labels based on their own perception, which most of the time have little to do with the individual they have labelled. These are the layers of our social identity, and how we are treated by others depends very much on which labels they see. For example, one of the authors of this material is an older woman, a professor at the University. If she wears labels such as professor, wise woman, great teacher, good writer, people respond positively to these labels, she feels proud and happy and functions very effectively. However, if people look at her and put labels on her such as old woman, single woman, incompetent person, dependent person, old-fashioned and treat her as such, she becomes upset, angry and diminished as a person and very unhappy. Her skills are lost. It would be useful if the facilitators could give an example from their own lives.
Slide 9: **The power of negative identity labels** 	Let's look at the example of a woman who lives in a refugee camp. The labels with which people describe her are: raped woman, black, poor, single mother, frightened, victim, vulnerable, disabled, dependent on charity, stateless, marginalised. As you can see, as people respond to the negative labels, they have placed on her, the women disappears. She becomes just another vulnerable 'refugee woman'.
Slide 10: **The power of positive identity labels** 	Now, meet this other woman. Her labels read: proud Muslim, teacher, community leader, wife, daughter, strong, good mother, resistant, head of family, supporting parent and siblings. She looks like a very strong person; capable and resilient. She does not need our help – she can help others!

Slide 11: **All labels** 	**However** - She is one and the same person. And of course, in order to really understand this woman and her experience, we need to recognise all of her labels. She is a refugee **and** she is a respected member of her community. She is vulnerable **and** she is strong. If we don't recognise her strengths we risk patronising her, stereotyping her and increasing her powerlessness. But if we don't recognise the challenges she faces because of the identity labels that others put upon her, we risk overlooking the intersectional discrimination she faces and the ways that she is marginalised and denied opportunities. An intersectional analysis allows us to see all of her identity labels and thus to see her as a whole person, not a stereotype – complete with unique strengths and vulnerabilities. She needs services which address her vulnerabilities, while drawing on and supporting her strengths and her ability to help others.
Slide 12: **Why does this matter?** 	Hopefully it is already obvious why this matters. To deliver a holistic service to someone, we need to understand and acknowledge all the layers of their identity. A one size fits all approach to service provision does not work, because we are all different. Interventions that do not consider age, gender and all the other diverse identity layers that shape people cannot meet their diverse needs or utilise their unique strengths and talents. They may do more harm than good.
Slide 13: **Exercise: identity labels** 	For this exercise you will need copies of the handout included at the end of this training kit. Each participant will need 3 copies. Explain to participants that the woman on the handout represents a refugee woman, with no labels.Ask participants to think of an individual from a refugee background that they have worked with. It could be a client, a colleague, or even themselves. On the handouts provided, they should create 3 sets of identity labels: negative labels, positive labels, and all of the labels combined. Have them share their work in small groups (but do not identify the people they are based on). They should reflect on how services might be tailored differently depending on which of the 3 sets of identity labels they are based upon. Share an example with the large group. As facilitator, emphasize the importance of recognizing both the strengths and the challenges people experience as a result of their identity labels.

Module 3:

'Intersectionality' and 'Age, Gender and Diversity': How can we use them?

Session Length	2 hours
Session Objectives	At the end of this session participants will: • Be familiar with using a matrix to analyse AGD and intersectionality • Understand how to apply the matric analysis in their work
Materials	Materials needed to run the sessions: ▪ Module 3 slides and participant handouts ▪ Empty matrix drawn up on a whiteboard or flip chart paper, ready for the group activity ▪ Sticky labels and pens ▪ Whiteboard or flip chart paper and whiteboard markers ▪ Nametags

Module 3 Slides	Module 3: Facilitation notes and points for discussion
Slide 1:	Module 3: 'Intersectionality' and 'Age, Gender and Diversity': How can we use them?
Slide 2:	Show Part 4 of the training video: 'The Matrix, Intersectionality and Age, Gender and Diversity analytical tool'
Slide 3: **Matrix analysis**	An effective tool for this analysis is a matrix. The matrix exercise is best done together with the group you are trying to support. The matrix is a table of different 'issues of concern' or human rights (shown on the left side of the matrix), along with different categories of people in the community (shown along the top of the matrix). Working with refugees, stateless people and those affected by forced displacement, we discuss how each issue impacts on the diverse groups. This gives us an analysis of the different service provisions needed to respond effectively.

Slide 4: Matrix analysis 	In small groups, participants discuss the different ways that each issue of concern impacts on each category of people. They write their responses on sticky labels, one for each issue they want to put in box in the matrix.
Slide 5: **Matrix analysis** 	Each small group presents the points they have discussed to the rest of the participants, adding their sticky notes to the correct box on the matrix. The facilitator draws out their analysis to ensure that all of their suggestions are covered. A co-facilitator is needed to take extensive notes of the discussion. When all the feedback has been added to the matrix, you have a comprehensive analysis of how an issue affects different groups within a community differently and can use this as a basis for tailoring specific services to specific groups.
Slide 6: **Matrix exercise – analysis** 	You will now do the Matrix exercise with the group. If time allows, this exercise can take a full day in a multi-day consultation. However you are just doing it to demonstrate how it works. We suggest you allocate an hour for this exercise. Divide participants into small groups and give everyone a copy of the Matrix (found at page 24 of this training kit) and sticky notes. Explain to the group that you are going to do the exercise to examine how different groups in the community experience their human rights, and which issues are of most concern to them. Allocate a section of the matrix to each group to work with from the left hand axis. Ask them to discuss how it impacts on each of the diverse groups across the top of the matrix. They must write each point they identify for each category onto a sticky label so that they can attach them to the matrix when they present to the larger group.

Slide 7: **Matrix exercise – Analysing the discussion** 	As facilitator, you will invite each small group to present their analysis and add their sticky labels to the matrix. The facilitator will clarify what is presented and summarise the discussion. In a real life situation, the discussion will be recorded and documented as a basis for future planning.
Slide 8: **Matrix exercise – designing solutions** 	Ask each small group to discuss the challenges of tailoring services to meet the diverse needs represented in the matrix. They then choose one of the categories they discussed and suggest a strategy for addressing the issues identified. After a short feedback to the large group, the facilitator will summarise the discussion. For detailed instructions on how to use the Matrix and additional sample handouts see - Age Gender Diversity Matrix Tool – A Framework for an Inclusive World (agd-matrix-tool.com)
Slide 9: 	Show Part 5 of the training video: 'How to use this knowledge in our work'.
Slide 10:	Ask participants their reactions to the presentation made by the refugee leader. Reiterate that we must use an intersectional and AGD approach: All the time! In all situations and in all of our work. All programs must

When should we use intersectionality and AGD? 	be based on a comprehensive AGD and intersectional analysis. As shown in the video, if we fail to do this we will not be able to tailor program appropriately to meet people's diverse needs, and nor will we be able to recognise and support their strengths.
Slide:11 **Wrapping up** 	The facilitator will summarise by reiterating that the aim of this training was to get participants familiar with the concepts of 'intersectionality' and 'Age, Gender and Diversity' (AGD), why they matter, and how we can all use them in all aspects of our work. To finish up, we will review these points.
Slide 12: **Wrapping up** 	What is 'intersectionality'? • Intersectionality is the way that our different identities intersect and affect the way we are seen and treated by others. • Intersectionality creates unique strengths but also compounding vulnerability and discrimination What is 'Age, Gender and Diversity' (AGD)? • The AGD Policy recognises that refugees are very diverse, and that they all need to be treated equally and equally included in decision-making about their own lives
Slide 13: **Wrapping up** 	Why do they matter? • Without intersectional and AGD analysis we cannot meet people's diverse needs or utilise their unique strengths and talents How can we use them? • Intersectional and AGD analysis should be used in all situations and in all of our work • We can use a matrix to analyse the diverse needs, challenges, and strengths of diverse groups, and use this as the basis for policies and services

	The facilitator should summarise the discussion from each module.
Slide 14: **Congratulations!** The End. Congratulations! We hope this helps you in your work	Congratulate and thank participants for completing the training. Wish them luck when using it in their work.

Reference List for Further Reading

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Module 2 Participant Handout
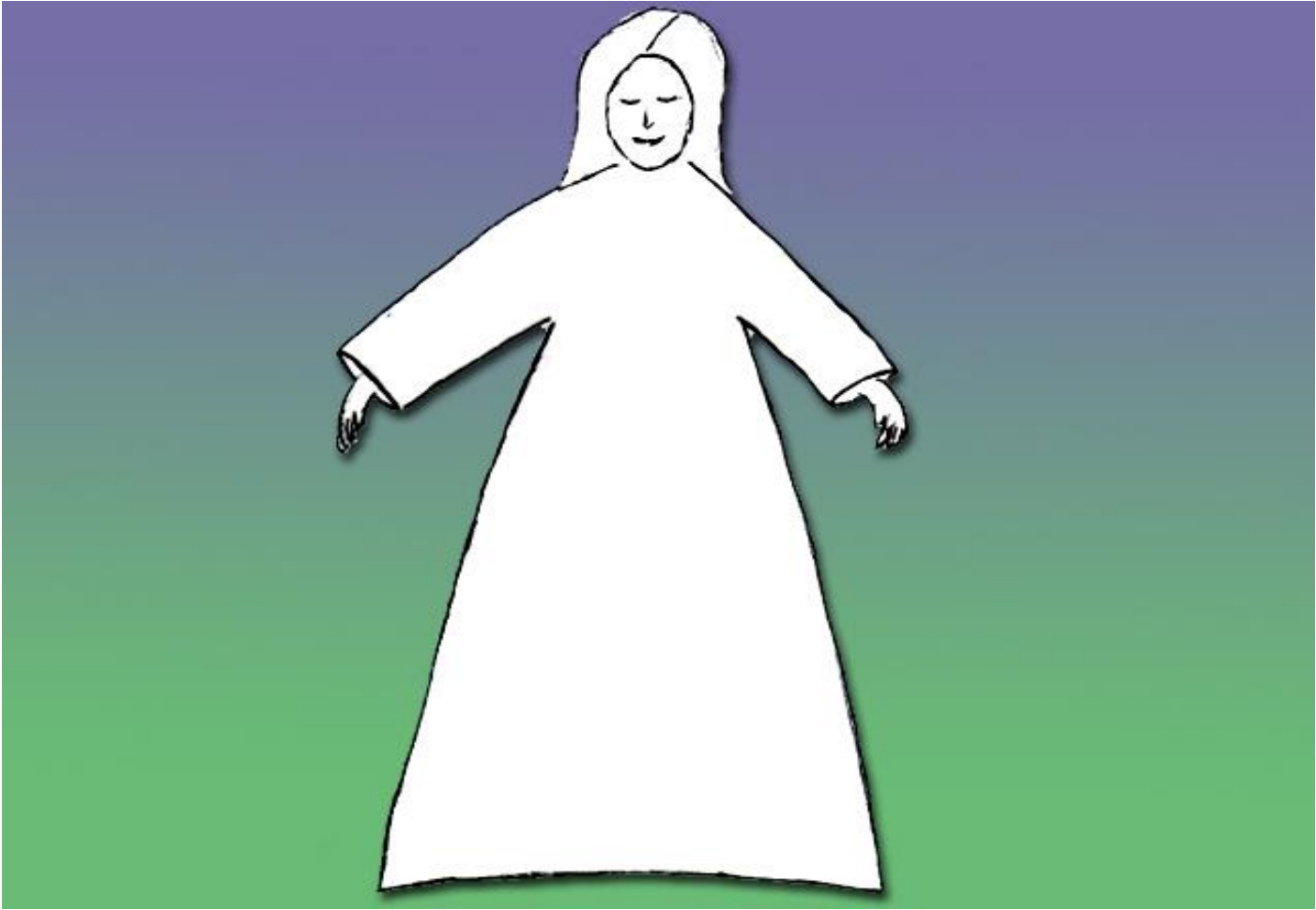
Module 3 Handouts

Analyse the AGD needs of Women and Girls

AGD Groups → Thematic Areas ↓	Girls 0 -12	Girls 13 - 18	Women 19 –24	Women 25-50	Older Women	LBTI Women & Girls	Women & Girls with a disability
1 Incidence of SGBV	1.1 Key issues identified:	1.2 Key issues identified:	1.3 Key issues identified:	1.4 Key issues identified:	1.5 Key issues identified:	1.6 Key issues identified:	1.7 Key issues identified:
2 Barriers to access to Education	2.1 Key issues identified:	2.2 Key issues identified:	2.3 Key issues identified:	2.4 Key issues identified:	2.5 Key issues identified:	2.6 Key issues identified:	2.7 Key issues identified:
3. Barriers to Refugee Participation & Capacity Building	3.1 etc						
4. Barriers to energy health, shelter, WASH, food and water							
5. Barriers to Protection incl. from violence, GBV & discrimination							
6. Barriers to Jobs & Livelihoods							
7. Barriers to solutions							