Intersectionality, Age, Gender and Diversity

Presentation Notes

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Refugee women: Key to the Global Compact on Refugees

UNHCR The UN Refugee Agency

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OVERVIEW

Background

These materials were 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.*

There are three parts in the training package:

- A Video *' An Introduction to Intersectionality, Age, Gender and Diversity: Making it work for you in situations of forced displacement and statelessness*

- Presentation Notes to guide facilitation of a one to two hour introductory session with the video

- A Training Kit, to guide a full day Training course.

About the presentation

The purpose of this presentation 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

The presentation will take between one to two hours, depending on how long you spend on the group discussion/brainstorming activities. It is a short version of the one-day training module. Please note that if you are working with interpreters you

will need to double the time allowed for the presentation and discussion.

This material includes presentation slides with notes for the facilitator. Sections of the video are embedded in the PowerPoint slides. There is also a stand-alone copy of the training video. You will need some flip chart paper for group discussion, or you could insert blank slides into the PowerPoint presentation, and type straight into them. For additional content, tips for trainers and interactive activities for participants, please refer to the one-day Training Kit that is a part of this package.

All materials are all available to download from:

Training kits | Social Sciences - UNSW Sydney

‘Intersectionality’ and ‘Age, Gender and Diversity’ Presentation

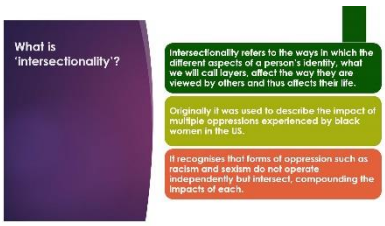
Session Length: 1 hour

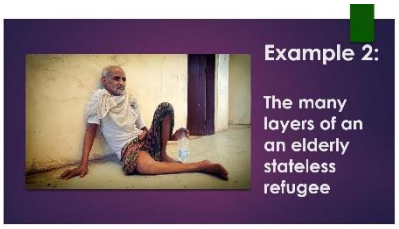
Session Objectives: At the end of this session participants will:

- Be familiar with the concepts of ‘Intersectionality’
- ‘Age, Gender and Diversity’,
- Why it matters, and
- How to use it in the work with refugees, forcibly displaced and stateless people.

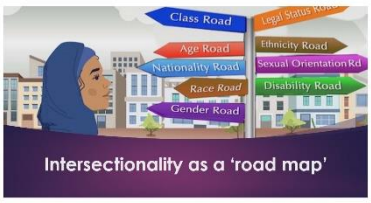
Materials needed to run this session:

- Presentation Slides
- Training Video
- Flip Chart paper and pens

Presentation Slides	Facilitation notes and points for discussion
Slide 1: 	'Intersectionality' and 'Age, Gender and Diversity'
Slide 2: 	Show Part 1 of the training video: 'Intersectionality and Age, Gender and Diversity'.
Slide 3: 	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.

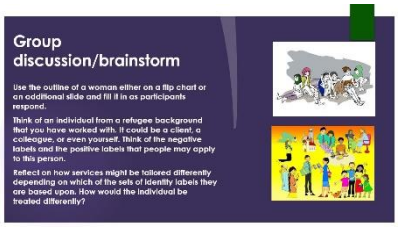
Slide 4: 	Intersectionality recognises that intersecting and overlapping identities can be both oppressive and empowering. It creates both strengths and vulnerabilities in individuals. Some of our identities help us to be resilient and productive members of our communities, but others lead to discrimination, marginalisation, and oppression.
Slide 5: 	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, 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 support.
Slide 6: 	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 7: 	**Group discussion/brainstorming activity** Prepare two flip charts, one labelled negative labels, one labelled positive labels. List participants responses**.** As the group to reflect on some of their own identity labels and discuss which provide strength and which create vulnerabilities. Summarise the responses.
Slide 8: 	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 9: 	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. Ask the group if they an think of ways this might be Important in their work, give examples of why each of these is important from your own work.

Slide 10: 	Show Part 2 of the training video: 'How intersectionality and the Age, Gender and Diversity approach relate to each other'.
Slide 11: 	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 refugees' 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 holds a wealth of traditional skills and knowledge.
Slide 12: 	We can think of intersectionality like the map 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 13: 	**Group discussion/brainstorming activity** Prepare a blank roadmap either on a flip chart or an additional slide and fill it in as participants respond. Think of a particularly vulnerable refugee or forcibly displaced individual you have worked with. If you were to make a 'road map' of the multiple discriminations they may be experiencing, what 'street names' would you include? In your analysis consider: gender, race, ethnicity, religion, age, ability, socioeconomic status, legal status, sexuality. What are the impacts of this intersectional discrimination on the individual? Summarise the responses. Summarise the responses.
Slide 14: 	Show Part 3 of the training video: 'The power of identity layers and identity labels'
Slide 15: 	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 16: 	Identity labels are a powerful way to analyse intersectional vulnerabilities and strengths. Here we have a refugee woman, with no labels. **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 has 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.
Slide 17: 	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 18: 	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.
Slide 19: 	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.
Slide 20: 	**Group discussion/brainstorming activity** Use the outline of a woman either on a flip chart or an additional slide and fill it in as participants respond. Think of an individual from a refugee background that you have worked with. It could be a client, a colleague, or even yourself. Think of the negative labels and the positive labels that people may apply to this person. Reflect on how services might be tailored differently depending on which of the sets of identity labels they are based upon. How would the individual be treated differently? Emphasise the importance of recognising both the strengths and the challenges people experience as a result of their identity labels. Summarise the responses
Slide 21: 	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 22: 	Show Part 4 of the training video: 'The Matrix Intersectionality and Age, Gender and Diversity analytical tool'

Slide 23: 	An effective tool for intersectional 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 24 	How does it work? 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 25: 	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. 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. For detailed instructions on how to use the Matrix and sample handouts see - Age Gender Diversity Matrix Tool – A Framework for an Inclusive World (agd-matrix-tool.com)

Slide 26: 	**Group discussion/brainstorming activity** What benefits do you see for using the matrix when designing programs? What challenges might you encounter? Summarise the responses
Slide 27: 	Show Part 5 of the training video: 'How to use this knowledge in our work'.
Slide 28: 	All the time! In all situations and in all of our work. All programs must 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 programs appropriately to meet people's diverse needs, and nor will we be able to recognise and support their strengths.
Slide 29: 	**Group discussion/brainstorming activity** How might you apply this in your work? Summarise the responses.

Slide 30: The End. Congratulations We hope this helps you in your work.	Thank the group for participating, and give them the link for the materials Training kits | Social Sciences - UNSW Sydney