



Needs and Resources Analysis for gender sensitivity and violence prevention programmes with male migrants and refugees in Spain

FOMEN Project

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This report is the result of the WP2 Needs and Resources Analysis work package of the European project "FOMEN: Focus on MEN: Gender Based Violence Prevention Work with Male Refugees and Migrants" (REC-RDAP-GBV-AG-2018 - 856614).

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The contents of this publication are the sole responsibility of the FOMEN project team, and can in no way be taken to reflect the views of the European Commission.

1. Introduction

This report presents the results of an analysis of needs and resources for gender sensitization and prevention of gender-based violence with male refugees and migrants in Spain as part of the FOMEN project.

The project "FOcus on MEN: gender-based violence prevention work with male refugees and migrants" is a two-year European project, funded by the European Union's Rights, Equality and Citizenship Programme (project n° REC-RDAP-GBV-AG-2018 - 856614). It is run by partner organisations based in six European countries and it is coordinated by "Verein für Männer- und Geschlechterthemen Steiermark (VMG)" in Austria. The project aims to promote innovative approaches in the prevention of gender-based violence among male refugees and migrants, avoiding the double discrimination suffered by this vulnerable group.

The world is facing huge waves of migration and, particularly, the worst crisis of refugees and forced displacements since World War II (UNFPA, 2016). Fleeing from war and conflict, ensuing displacement, a breakdown of social structures and unfamiliar living environments and requirements challenge traditional gender relations, social norms and ties. This makes refugees vulnerable to further violence and discrimination. Studies show that displaced women and girls have faced multiple forms of violence as a result of conflict, persecution and displacement. Also men and boys suffer violence in crisis countries as well as in countries of asylum, especially at the hands of other men (ibid. 2016)..

The FOMEN project addresses the issue of how migration processes and experiences collide with gender norms, especially focusing on diverse concepts of masculinity (Connell, 2005; Hearn, 1998). It has been evident that there are variations in attitudes towards gender-based violence across different societies (e.g. Farahani 2008). Differences in religion, ethnic origin or region play a significant part in the perception of gender-based violence (Nayak et al. 2003; Macey, 1999). A significant impact of gender-based violence on individual health and wellbeing, whether as victims, perpetrators, or communities as a whole has become evident. To minimise the impact of previous experiences of violence there is a need to develop gender sensitive prevention services and to improve existing services.

The FOMEN project addresses the fact that migration can create conflicts between different ways of knowing about gender-based violence, for example in relation to views on relationships, family, children and youth, women, sexual exploitation and masculinities. FOMEN aims to improve the health and well-being of victims by raising men's awareness of how to manage their emotions and create social relations, of gender equality, as well as women's and children's rights. Innovative methods will allow learning through shared experiences: participants will use creative means of expression (dialogue or art-based tools), through which the reflection on attitudes will be encouraged. It is essential to produce and share knowledge across the EU in order to challenge the inequalities that underpin gender-based violence in both countries of origin and host countries.

The project's interdisciplinary team from six countries, together with national experts, have identified needs, resources and good practices in relation to violence prevention work with male refugees and immigrants. Based on this analysis, quality standards will be developed for gender sensitization and violence prevention programs. Also, a manual will be created in order to implement a training programme for professionals in the partner countries and beyond. Within the project, intervention/ education programmes will be carried out with male immigrants or refugee with the aim of contrasting xenophobic discourses on this topic.

This report describes the needs and resources analysis for working with male refugees and migrants on gender sensitization and violence prevention in Spain. This analysis involved the participation of professionals working with migrants and refugees and professionals working in the field of gender and masculinities as well as in violence prevention. Qualitative (focus groups and interviews) and quantitative (an online survey) methodologies were used. Based on this analysis, the violence prevention and gender sensitization programme for migrant and refugee men and the training programme for professionals who work with them will be created and developed.

This report begins by describing the situation of refugees in Spain, referring to the social, political and health context. In the following chapter, the sample of participating professionals and the methods used for the needs, resources and good practices analysis are presented. After the methods and sample, the results of the qualitative (focus groups and interviews) and quantitative (online survey) research are described. In particular, the topics analysed include: the needs and interests of male refugees and migrants; the most important aspects to be included in a gender awareness and violence prevention programme for refugee and migrant men; examples of existing good practices in preventing violence with male refugees and migrants; knowledge, attitudes and skills required for professionals in this kind of work and their expectations about a specific training on this topic. The final chapter contains a summary of the most important recommendations to be taken into account in the later phases of the project, specifically in the design of the prevention programme and the training for professionals.

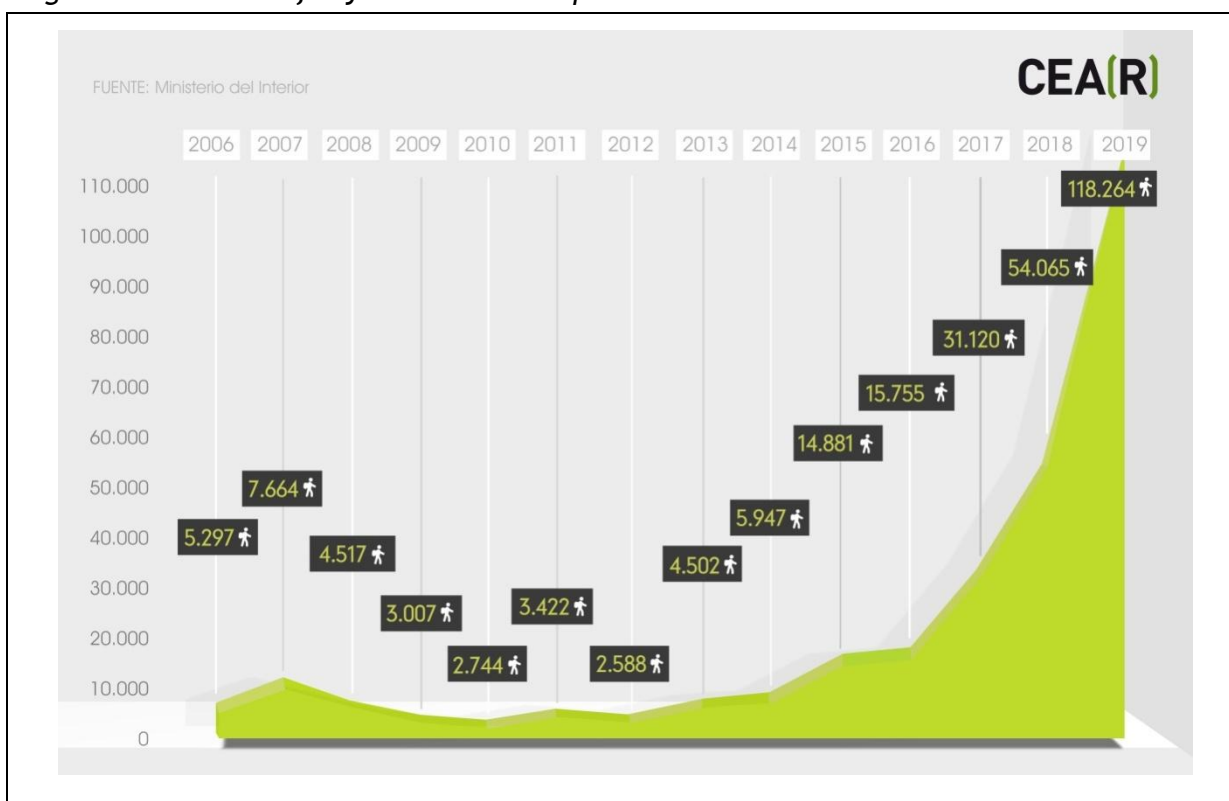
2. Country situation: migration statistics, policies and health provision

2.1. Migration statistics

Nowadays, we are witnessing the highest levels of displacement ever recorded in the world: almost every two seconds a person is forced to move because of conflicts and persecution. According to data from the United Nations High Commissioner for Refugees (UNHCR)¹, **70.8 million** people worldwide have been forced to flee their homes in 2019.

According to data provided by the Spanish Commission for Refugee Aid (*Comisión Española de Ayuda al Refugiado - CEAR*)², **118,264 people** applied for asylum in Spain in 2019, more than twice as many as in 2018 and almost four times more than in 2017. The evolution of the total of asylum seekers from 2006 to 2019 is shown in *Figure 1*, where we can observe the exponential growth from the year 2014 in which there were almost 6,000 applicants, to 2019, when the number had almost multiplied by 20 in only 5 years. **55%** (64,541) of these people are men and **45%** (53,723) are women. About half (59,311) are between 18 and 34 years old, almost 30% (34,928) are between 35 and 64 years old, 15 % (18,468) are small children between 0 and 3 years, while 3% (3,905) are minors between 4 and 17 years old and finally only just over 1% (1,652) of those seeking asylum are over 65 years old. *Figure 2* shows the distribution of asylum-seekers by sex and age.

Figure 1: Evolution of asylum seekers in Spain



¹ <https://www.acnur.org/>

² <https://www.cear.es/>

Figure 2: Asylum-seekers in by sex and age

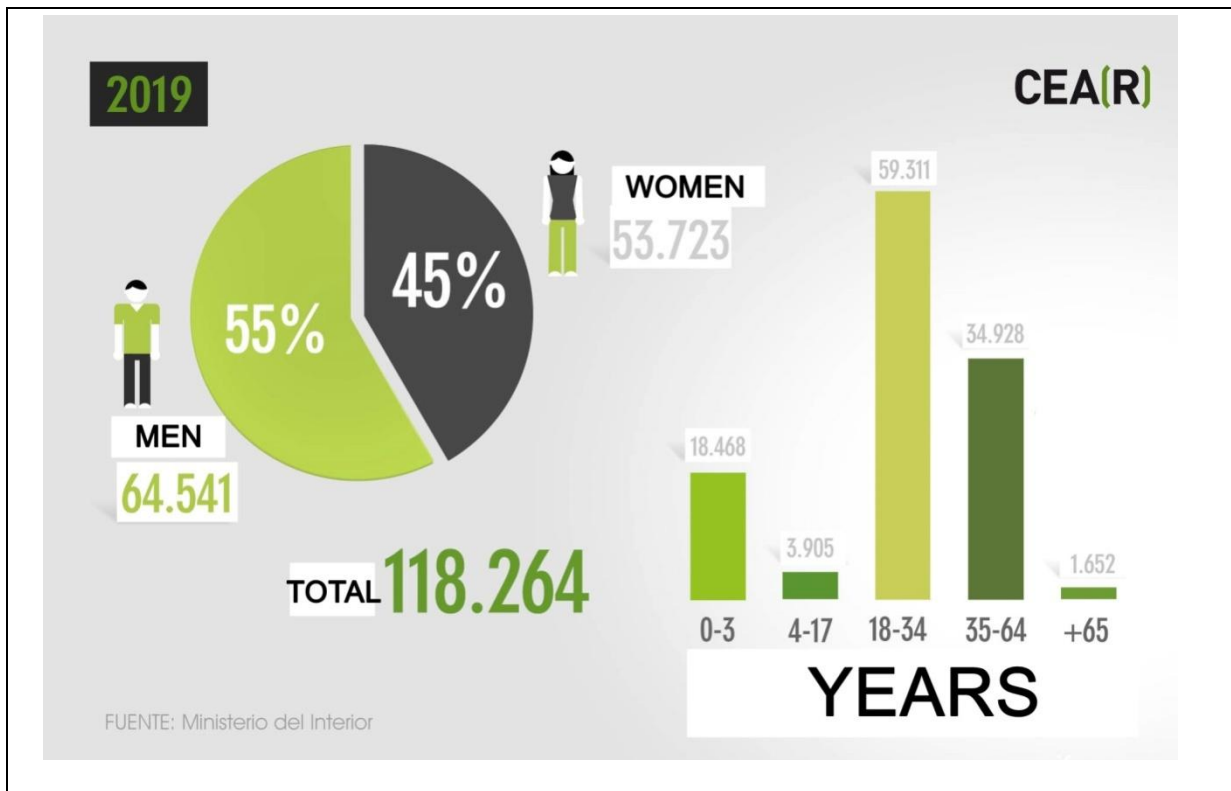
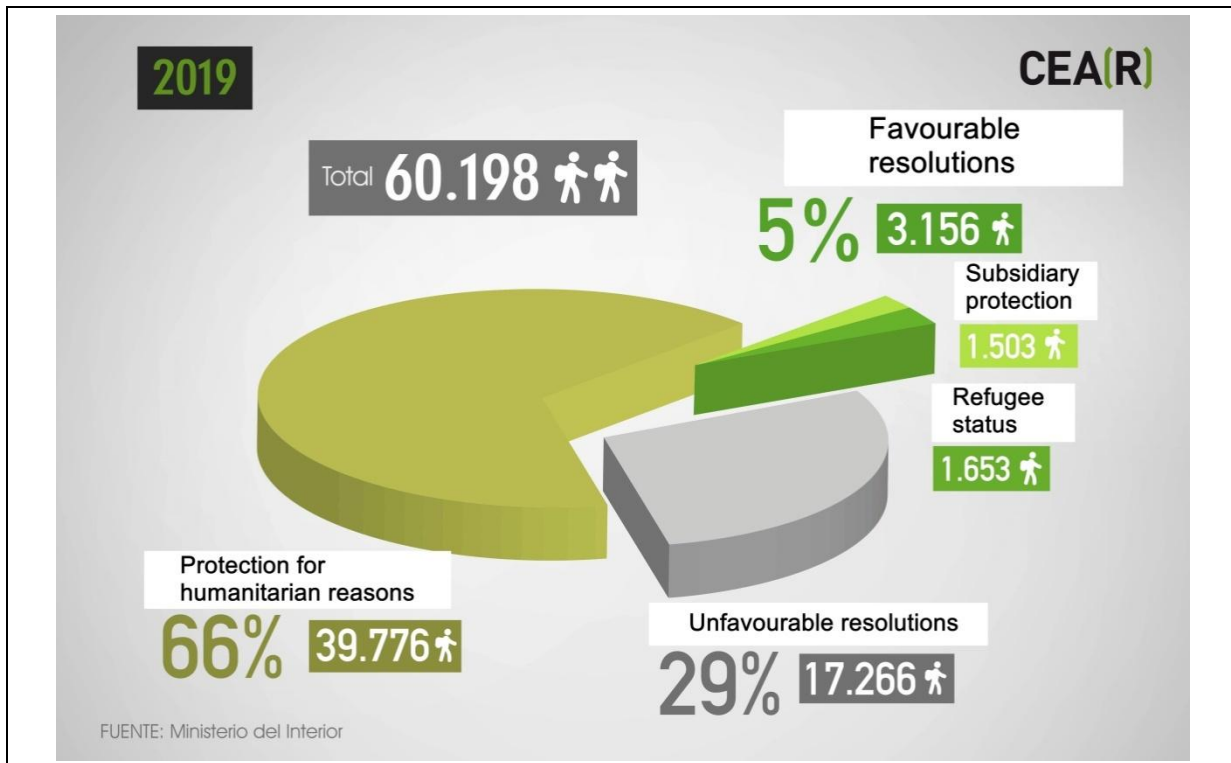


Figure 3: Resolutions of applications for international protection in Spain

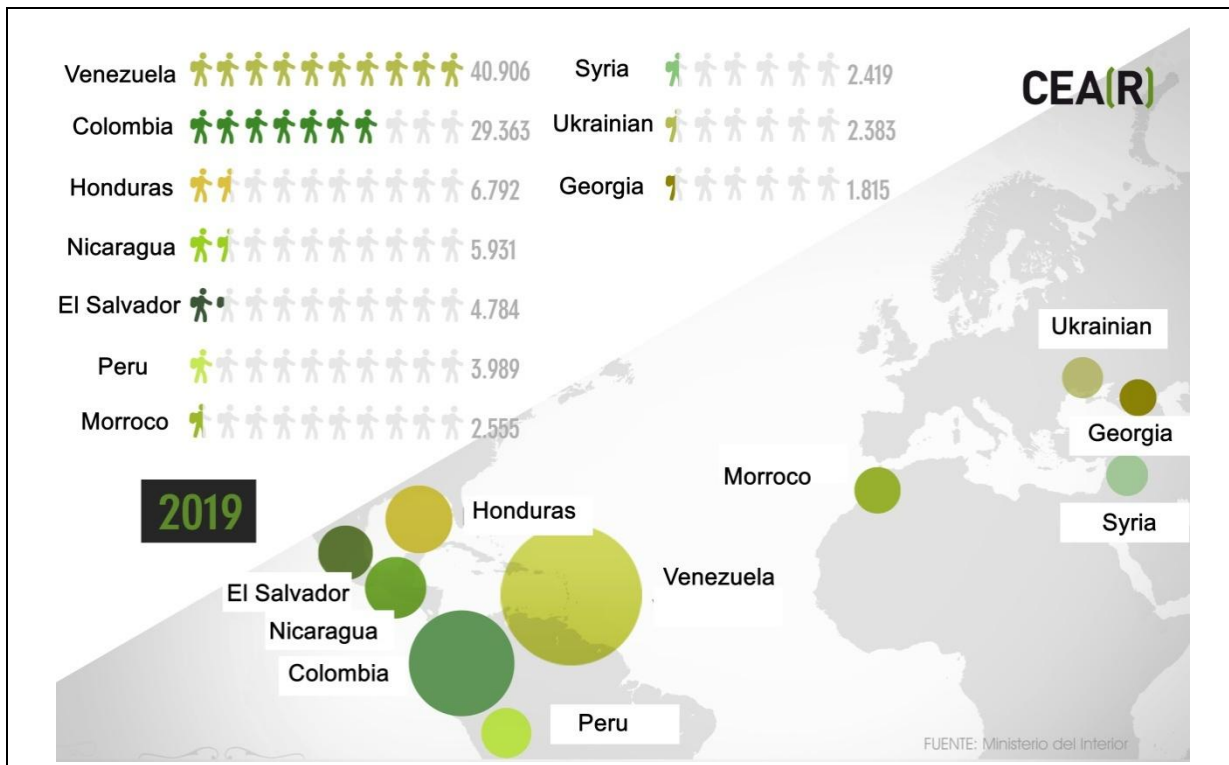


Of all the asylum applications filed in Spain, there have been only a total of 60,198 resolutions: 66% of displaced persons have been assigned "protection for humanitarian reasons", 5% have been assigned "subsidiary protection" or they have been recognized as

“refugees” and 29% of the resolutions have been unfavorable, which means that asylum-seekers become irregular in the country. These data can be seen in *Image 3*.

As shown in *Figure 4*, the vast majority of asylum-seekers in Spain come from Latin America, specifically from Venezuela (40,906) and Colombia (29,363), followed at quite a distance by Honduras (6,792), Nicaragua (5,931), El Salvador (4,784), Peru (3,989), and finally some non-American countries such as Morocco (2,555), Syria (2,419), Ukraine (2,383) and Georgia (1,815).

Figure 4: Applicants for international protection by nationality



2.2. Immigration policies

The **right of asylum** is recognized as a fundamental human right in article 14 of the **Universal Declaration of Human Rights**³ and further elaborated in the **Geneva Convention of 28 July 1951**⁴ and its **Protocol Relating to the Status of Refugees** (New York, 31 January 1967)⁵. Spain recognizes this in its Constitution and regulates it through its **Asylum Law**, and it is also included in the **Charter of Fundamental Rights of the European Union of 2007**⁶.

In Spain, **Law 12/2009 Regulating the Right to Asylum and Subsidiary Protection**⁷ (*Ley Reguladora del Derecho de Asilo y de la Protección Subsidiaria*) grants **refugee** status to any person who has a well-founded fear of being persecuted in his/her country on the grounds of race, religion, nationality, political opinions, belonging to a particular social group, gender or sexual orientation and it is a form of permanent protection. **Subsidiary**

³ https://www.ohchr.org/EN/UDHR/Documents/UDHR_Translations/spn.pdf

⁴ <https://www.acnur.org/5b0766944.pdf>

⁵ <https://www.acnur.org/5b076dcd4.pdf>

⁶ https://www.europarl.europa.eu/charter/pdf/text_es.pdf

⁷ <https://www.boe.es/buscar/act.php?id=BOE-A-2009-17242>

protection is reviewed every five years and is granted to people who cannot return to their country of origin because they would face a real risk of serious harm, such as death penalty or execution, torture or inhuman and degrading treatment, serious threats to their lives or integrity because of indiscriminate violence resulting from internal or international conflict. Finally, there is also **protection on humanitarian grounds**, which provides temporary protection for reasons unrelated to those mentioned above.

The **Dublin Regulation No. 604/2013**⁸ states that the Member State of the European Union where a person arrives for the first time is responsible for processing asylum.

Asylum-seekers are those who have applied for international protection but have not yet received a reply on their case from the Spanish authorities. Once the application has been accepted, a decision should be given within a maximum period of 6 months. However, the process usually lasts longer due to the collapse of the system.

During this period of time, Spanish legislation includes the following rights for people seeking international protection: right to free legal aid and interpreter; right to have his/her application communicated to UNHCR; right to suspend any process of refoulement, expulsion or extradition that might affect the asylum-seeker; the right to know the contents of the record at any time; the right to health care; the right to receive specific social benefits under the terms of the Law and, finally, the right to be documented as an applicant for international protection. Moreover, after six months, an asylum-seeker has the right to work in Spain.

If the application is refused, the person must leave Spain, except if he/she has some kind of residence permit. He/she also has the option of appealing the rejection of his/her asylum application to a court.

2.3. Health provision

Both applicants for international protection and those with refugee, subsidiary or humanitarian protection status have the right to access to the reception system.

In Spain, the NGOs in charge of the reception service are, among others, the Red Cross⁹, CEAR¹⁰, Cepaim Foundation¹¹, Accem¹², Red Acoge¹³, Apip-Acam¹⁴ and la Merced Migraciones Foundation¹⁵.

The total duration of the reception system is 18 months, which can be extended to 24 months for the most vulnerable people and it is divided into two phases: the first one is the reception phase and the second one is the preparation phase for autonomy. The first phase begins with the admission to a shelter where the basic needs of a person are met by providing accommodation and maintenance. In addition, social care, psychological care, training, interpretation and translation and legal assistance are provided. It also includes activities such as cultural and educational orientation, language teaching and pre-employment and employment training. The second and final phase begins when people finish their stay in the reception facility. At this stage, they are provided with financial support, lifelong support, intensive language learning and the access to employability and training programmes.

⁸ <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2013:180:0031:0059:EN:PDF>

⁹ <https://www2.cruzroja.es/>

¹⁰ <https://www.cear.es/>

¹¹ <http://cepaim.org/>

¹² <https://www.accem.es/>

¹³ <https://www.redacoge.org/es/>

¹⁴ <https://fundacionapipacam.org/>

¹⁵ <https://www.lamercedmigraciones.org/>

3. Methods and sample of the needs assessment

The purpose of this initial assessment of the FOMEN project was to analyse needs and resources as well as examples of good practices in Spain, regarding the prevention of gender-based violence among migrant and refugee men. Specifically, it had the following objectives:

- To analyse the perceived needs of the target group of male migrants and refugees with regard to the work of preventing gender-based violence. This was done taking into account issues such as language, culture, religion, education, social background, family structures, police and legal structures, asylum processes (including legal and institutional frameworks for reception and integration), stereotypes of masculinity, etc.
- To analyse the needs of professionals working with migrants and refugees in relation to the work of preventing gender-based violence and to implement a specifically violence prevention program with them.
- To collect and analyse examples of good practices and opportunities in this kind of work. In particular, the perceived difficulties or obstacles and the strategies to overcome them, how to reach out male migrants and refugees and motivate them to participate in the project, the main contents and methodologies of the prevention project, etc. were investigated.
- To establish collaboration with professionals and organizations for the pilot implementation of the project (training of trainers, pilot intervention).

The methodology used was qualitative (consisting of focus groups and in-depth interviews) and quantitative (through an online survey) and it is described below.

3.1. Qualitative focus groups and interviews

In Spain, the qualitative needs and resources analysis consisted of three expert workshop focus groups with a total of 17 professionals and interviews with three additional experts (two online and one face to face), specifically:

- 29/11/2019: Expert workshop focus group with 6 professionals (3 males, 3 females) experts in the field of migration and male violence, in Barcelona, with 3 FOMEN project/Conexus Association researchers
- 04/12/2019: Expert workshop focus group with 6 professionals (2 males, 4 females) experts in the field of migration and male violence, in Barcelona, with 3 FOMEN project/Conexus Association researchers
- 18/12/2019: Expert workshop focus group with 5 professionals (2 males, 3 females) experts in the field of migration, in Barcelona, with 3 FOMEN project /Conexus Association researchers
- 5/12/2019: Videoconference interview with two immigration, gender and masculinities experts (2 females), in Barcelona, with 1 FOMEN project /Conexus Association researcher
- 26/02/2020: Face to face interview with a male violence expert (1 male), in Barcelona, with 1 FOMEN project /Conexus Association researcher

All three expert workshop focus groups had the same organization and structure. In particular, at the beginning there was a short presentation of Conexus Association and the two facilitators; also, the participants introduced themselves, explaining their work background. Then, the FOMEN project and the expert workshop focus group and its goals were briefly presented. The participants read and signed the informed consent (see annex 1). For each block of questions, they received a sheet to write down their main ideas (see annex 2) before discussing them with the other participants. They were asked about: their previous experience and good practice examples of working with male migrants and

refugees on gender sensitivity or violence prevention; the main needs of male migrants and refugees concerning gender-awareness and violence prevention and the main needs of professionals working with male migrants and refugees on these issues. Participants first gave written answers and then discussed the questions one by one. At the end of the focus group, participants were given the opportunity to share other observations.

In the first focus group, participants were a social psychologist and coordinator of Homes Igualitaris [Men for gender equality association], a professional from the Department of Equality and Non-discrimination in CEPAIM Foundation, a professional of Social Intervention in CEAR (*Comisión Española de Ayuda al Refugiado*), a coordinator of the Programme to Prevent and Address Male Violence in working, social and community areas of the General Directorate for Civic and Community Action of the Generalitat de Catalunya, a professional of the Refugee Reception Committee (Secretary of Equality, Migration and Citizenship) of the Generalitat de Catalunya and a professional from the Department of Awareness, Prevention and Identification of Violence of the General Directorate for Civic and Community Action of the Generalitat de Catalunya.

In the second one, the group consisted of a social educator of Homes Igualitaris, a professional of the Platform against Racism, Fascism and Islamophobia in the Granollers City Council, a professional from the Department of Service and Response to Male Violence (Area of Citizenship, Culture, Participation and Transparency Rights) of the Barcelona City Council, two psychologists and professionals of the Department of Integration in CEAR (*Comisión Española de Ayuda al Refugiado*) and a professional from the Department of Labour, Social Affairs and Families (Secretary of Equality, Migration and Citizenship) of the Generalitat de Catalunya.

In the third focus group, participants were a professional of first reception for migrants in Rubí City Council, an associate professor (Postgraduate diploma) from the Open University of Catalonia and professional from Candela Cooperative [an association working to prevent gender based violence], two professionals of Social Intervention in CEAR (*Comisión Española de Ayuda al Refugiado*) in Sabadell and a professional of Social Integration in a secondary school.

The expert interviews were conducted by a FOMEN project researcher (from Conexus Association) who used the same questionnaire presented in the expert workshop focus groups. So, the professionals answered the same questions as the ones presented during the focus groups described above.

In the first interviews, participants were two professionals from the Department of Equality and Non-discrimination of CEPAIM Foundation in Madrid. The third interview was held with an educator of the Project “Canviem-ho” (on engaging men in gender equality) of the Barcelona City Council participated.

3.2 Quantitative survey

On the basis of the qualitative research in the six participating countries, a questionnaire covering the same thematic areas as the experts focus groups was drawn up and agreed on. It included the proposals that experts made for this purpose. The questionnaire was translated into the languages of the participating countries (for Spain, into Spanish and Catalan) and it was implemented as an online questionnaire using the Sosci Survey platform (Leiner, 2016) and it was made available to users via www.soscisurvey.de¹⁶.

¹⁶ Leiner, D. J. (2019). SoSci Survey (Version 3.2.05-i) [Computer software]. Available at <https://www.soscisurvey.de>

The main purpose of this questionnaire was to complement the qualitative information with quantitative data on perceived needs of male migrants and refugees and professionals regarding gender sensitive and violence prevention work; the perceived obstacles and the strategies to overcome them; the examples of good practice in this field of work. In addition, another objective was to possibly establish a collaboration with professionals and organizations for the pilot implementation of the project.

After a brief introduction to the FOMEN project and the informed consent of the socio-biographical data, the questionnaire (see annex 3) has two main parts, each composed by a set of questions.

The first part was compulsory. It took about 20 minutes to complete and it asked about the following aspects (assessing the items on different 5-point Likert scale):

- the importance of needs of male migrants and refugees regarding gender sensitive and violence prevention work (11 items)
- the strategies to reach out and motivate male migrants and refugees to participate (12 items)
- the obstacles to participate in such a programme (7 items)
- the strategies to create a safe space within the group (8 items)
- the strategies to address intercultural and language differences (8 items)
- the importance of the needs of professionals in order to deliver such a programme and the extent to which they are covered (13 items)
- good practice examples of gender sensitive violence prevention work with male migrants or refugees (5 items).

The second part was optional and aimed to learn more about the examples of good practice: objectives, strategies, contents, obstacles, language issues and key lessons learned from working on gender, masculinity or prevention of violence against women, among male migrants and refugees. This part was assessed by 7 open questions.

At the end, information about how to keep up to date with the project activities and results was given, as well as the possibility to add some comments on the questionnaire or on the FOMEN project.

3.3. Sample

The sample was composed by experts in working with migrants and refugees and/or working on gender and masculinity issues or in violence prevention. An invitation to participate to the online survey was sent to more than 200 experts who were part of an existing contact list or who were found through an online search. In addition, they were asked to share the link with other known experts.

In total, 51 people answered the survey for Spain, but three of them only responded to the first section about "Personal and institutional information", so in the end, the sample is composed of **48 people**. 16 people answered the questionnaire in Catalan, 31 answered in Spanish and one person answered in German. On the other hand, 47 participants work in Spain, one works in Peru and another one both in Spain and the United States.

The sample is made up of 26 women, 21 men and one non-binary person (frequencies are specified in *Figure 5*), with age ranging from 25 to over 65 years old (ages of participants are reported in detail in *Table 1*). In addition, *Figure 6* shows the sample's professions and/or basic training.

Figure 5: Distribution of participants by gender

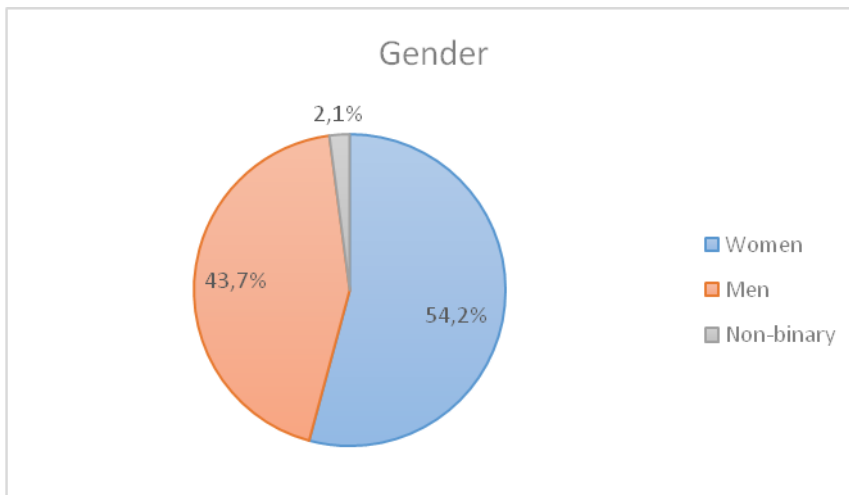
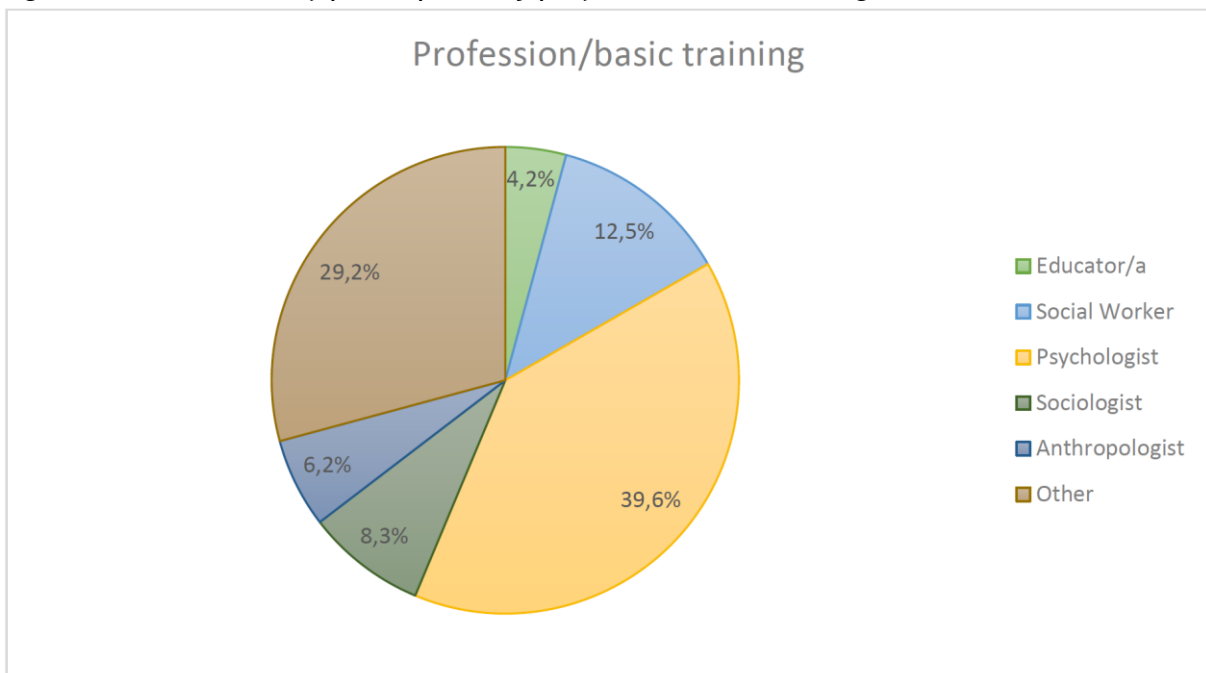


Table 1: Distribution of participants by age

Age	Percentage
25-34	37,5%
34-44	29,2%
45-54	29,2%
55-64	2,1%
65+	2,1%

Figure 6: Distribution of participants by profession/basic training



83.3% of participants live in the country in which they were born and 16.7% do not. In addition, 22.9% consider themselves to have an international family history (while 77.1% do not). As well, 95.8% were not refugees at any time in their lives and 4.2% were refugees.

Taking into account that participants could choose more than one area of expertise, 28.7% work in the field of migration/intercultural education, 35.1% work in the field of gender/masculinity, 28.7% work in the area of violence prevention, whereas 7.4% work in other fields. *Figure 7* shows these data. *Table 2* shows in more detail the years of work experience that the participating professionals have in these areas.

Figure 7: Distribution of participants by field of expertise

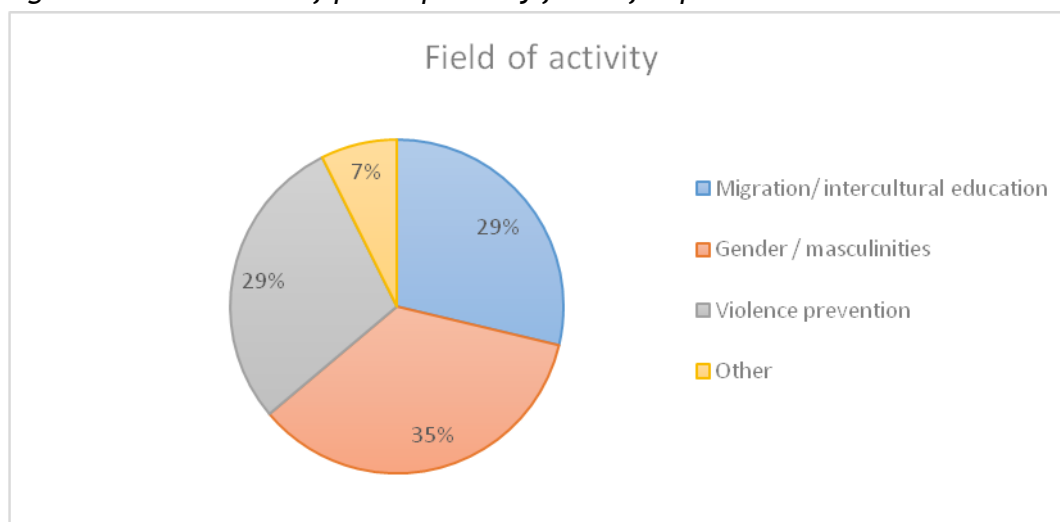


Table 2: Distribution of participants by years of work experience

Years of experience in these fields	Percentage
Less than 1	4,2%
1 - 3	29,2%
4 - 10	27,1%
More than 10	39,6%

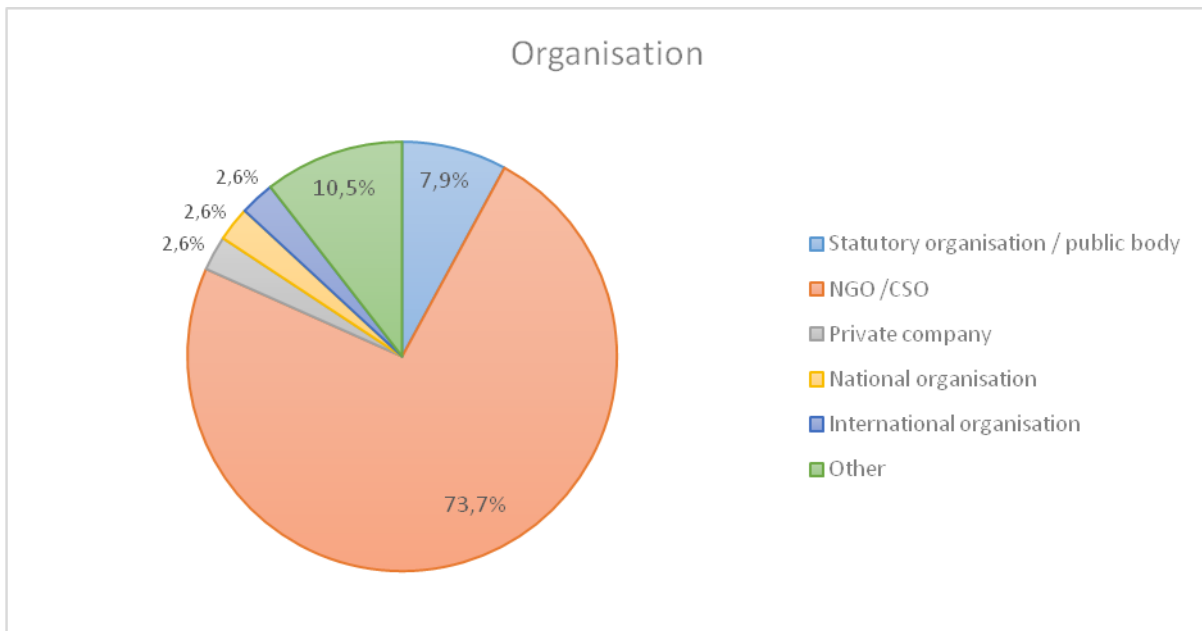
Among the participants, 20.8% do not work in any organisation. Information on the organisations in which the remaining 79.2% of the participants work is given in detail in *Table 3* and *Figures 8* and *9*. As can be seen in *Figure 8*, almost three out of four participants work in NGOs.

Table 3 shows that two out of five participants work in organisations with more than 100 employees, while about half work in smaller organisations (one quarter each in organisations with up to 10 or between 11 and 50 employees, respectively).

Table 3: Distribution of staff numbers in participants' organisations

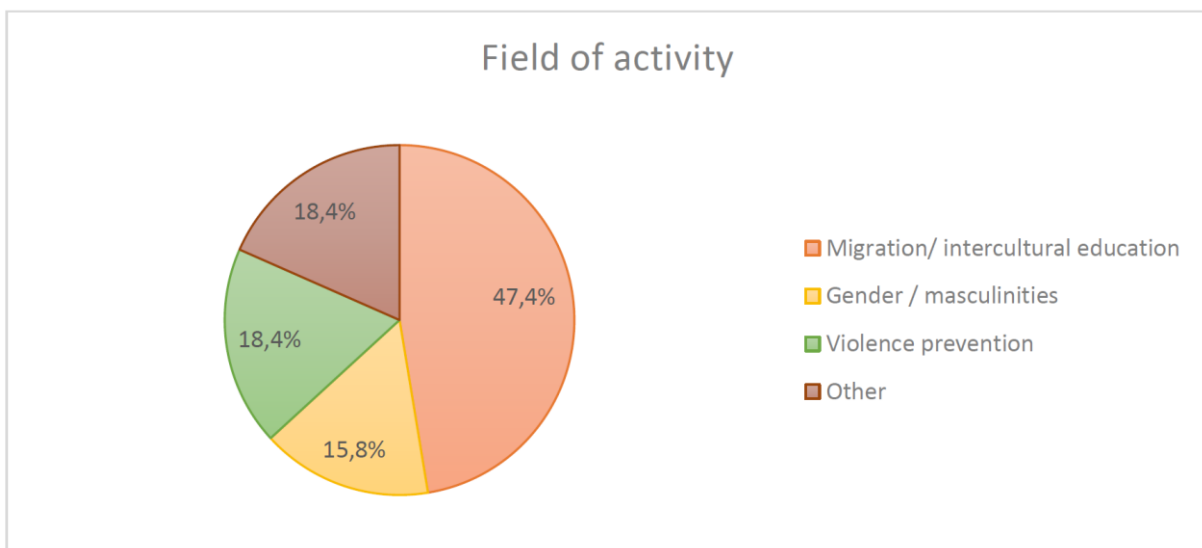
Number of staff	Percentage
Up to 10	23,7%
11 - 50	26,3%
51 - 100	10,5%
More than 100	39,5%

Figure 8: Distribution of participants by type of organization in which they work



Finally, in *figure 9* we can see that half of the sample works in organizations involved in the area of migration/intercultural education while the other half is distributed proportionately between gender/masculinity, violence prevention and other areas.

Figure 9: Distribution of main field of activity of the organisations



4. Results of the qualitative and quantitative research

Both in the expert workshop focus groups and during the interviews, experts answered basically the same questions, so the results are comparable and they are summarized in this chapter. Since the online survey also covered broadly the same research questions, the quantitative results of the online survey are presented alongside the corresponding qualitative results. Regarding the quantitative responses in the survey, few significant differences have been observed between sexes and between experts from different fields (gender / masculinities, gender based violence or migration / intercultural education). Therefore, in the following chapters, the results will be presented for the whole sample along with the significant differences between groups of greatest interest for the survey.

Firstly, we examined the main needs and interests of male migrants and refugees regarding gender sensitivity and violence prevention work and the conditions to do so. Secondly, experts' experience and examples of good practice in violence prevention were considered. Finally, we investigated the main needs of professionals in order to deliver a gender sensitive and violence prevention programme and their expectations from a corresponding training.

4.1. Needs and interests of refugee and migrant men

This section describes the needs of male migrants and refugees regarding a violence prevention and gender awareness programme, firstly on the basis of the information provided by professionals in our interviews and focus groups and secondly from the results of the online survey.

Qualitative research

The first aspect highlighted by experts is the importance to **recognise and validate the primary needs** of these men: most migrants and refugees have to deal with issues such as finding a home, regularizing papers, legal and security issues, seeking employment, social support, etc., and therefore require counselling and assistance in employment and legal matters. It is important to mention that these priority needs may also be an obstacle to the participation in the programme.

Most of the professionals indicated that it would be helpful and facilitate the intervention to begin talking about their experience of the **migratory process**. These experiences would often include traumatic ones which they might not have been able to talk about, such as death, loss of loved ones, abuse, violence, etc. In this regard, the programme could be a safe space to share their experiences and validate their stories. Experts reported that, during the workshops, migrants and refugees actually asked to be heard, to speak of their fear during flight and to give voice to their suffering.

Beyond the migration process, many experts consider that there is a need for a communication space, that is a place where male migrants and refugees can **express** themselves and **share** their experiences, which should be validated by the facilitators. Moreover, the principles of **confidentiality** and **reliability** must be guaranteed.

In the same way, it is important to approach their **emotional experience**, facilitating the expression and recognition of their experiences and feelings, encouraging them to listen and contact, to identify and express their own vulnerability and/or fear, but without reducing the work to a mere emotional education.

In addition, it is essential to address their **relational** needs as they may live in a situation of (involuntary) loneliness, a form of isolation due to the fact that they left their ties and family in their country of origin or due to difficulties in social integration because of the stigma they suffer, among other factors. In some cases, it may also be necessary to improve or strengthen their own social skills.

There is also a need to address the **family role** (as a father and/or husband), the shared responsibility in raising children and in housework, in order to promote equal roles.

It is furthermore crucial to transmit the knowledge and the understanding of the desired **norms** and values of the receiving **society** and to question the forms of normalization of undesirable behaviour.

Generally speaking, it is important to address their **interests, skills and knowledge** in order to motivate them and enable them to appreciate and question their own culture and the host one.

"There are no spaces where people can relate from the self and from the vulnerability, which is considered as necessary and healing"

"To work from the person's interest, articulating it with the objective that seeks to sensitize and raise awareness on gender issues"

"They have a strong need to be heard"

Answers by participants of focus groups and interviews

Quantitative research

In the online survey, it was asked how important the following needs are for male migrants and refugee in relation to the work of gender sensitive and violence prevention. In *table 4*, the mean values assigned by the participants are indicated for each response, according to a scale from 1 = nothing important to 5 = very important.

Table 4: Importance of the needs of migrant and refugee men

Needs	Mean
Talking about their experience of flight / migration and related trauma with other refugee and migrant men	4,3
Talking about the violence and discrimination they have been and are subjected to and its consequences as a basis for preventing violence	4,3
Talking about the difficulties in and barriers to participate in the country of residence	4,1
Reflecting on / talking about how the flight / migration and integration process has affected and affects their role and identity as men	4,1
Learning about views, values and laws on family and gender roles and equality in the country of residence (in comparison to the country of origin)	4
Learning about views, values and laws on violence against women and children in the country of residence (in comparison to the country of origin)	4
Discussing with other migrant / refugee men how to transform their role in family and other relationships in the country of residence	3,9
Knowing about different forms of sexualized and gender-based violence and its consequences on victims/survivors	3,9
Learning about flirting, dating, sexual and intimate relationships in the country of residence (in comparison to the country of origin)	3,8*
Learning about views, values and laws on LGBTIQ* in the country of residence (in comparison to the country of origin).	3,7

Notes: * n = 47.

Among the “other” answers given by respondents (apart from the answer options provided) were learning to manage their emotions and frustrations, knowing the ways of integration into employment in the country of residence and talking about how to maintain their customs and culture to live together in the host country.

As can be seen, the answers to the questionnaire converge with those received during focus groups and interviews. In fact, when planning a violence prevention and gender awareness programme, it must be taken into account that one of the most important needs to be considered for male migrants and refugees is to provide a safe space to talk about their migration experience, the associated trauma, the violence and the discrimination against them. This would not help create a relationship based on trust but also open a gateway to address gender (in)equality and violence against women and children.

4.2. Reaching out to male migrants and refugees

In the interviews, the focus groups and the online survey, how to approach migrants and refugee men in order to let them participate in a gender sensitive and violence prevention work programme was also discussed.

Qualitative research

The results support the idea of inform about and promote the work through Institutions and Organizations for refugees and migrants (e.g. “SAIER”¹⁷), through associations and projects self-managed by migrants and refugees (e.g. Immigrant Space - “Espacio del Inmigrante”¹⁸) and through reference people who work with them. In addition, people can be reached out through reception and assistance services, social services, counselling services and administrative regularization services. Also, spaces in the Community, the City Councils and the entities providing assistance and legal advice can be dissemination tools.

"To arrive through curiosity about the part that can draw more their attention or about situations they tell us"

"Disseminate it as a space to talk, express and/or share experiences"

"The main strengths were working with leaders from the same community... "

Answers by participants of focus groups and interviews

Quantitative research

In the survey, participants were asked about how good they believe the following strategies are to reach out to male migrants and refugees and/or motivate them to participate in a violence prevention and gender sensitivity programme. In *table 5*, the mean values (on a scale of 1 = very poor to 5 = very good) are reported.

In the response “Do not mention ‘violence’ in the name of the programme or in the dissemination activities”, a significant difference¹⁹ was found between men and women: women rated this strategy better (M = 3.46) than men (M = 2.45).

In addition, as before, participants were able to provide “other” answers, including: meeting first the basic needs of men, presenting exemplary models where an improvement

¹⁷ <https://ajuntament.barcelona.cat/novaciudadania/es/servicio-de-atencion-inmigrantes-emigrantes-y-refugiados-saier>

¹⁸ <https://espaciodelinmigrante.wordpress.com/>

¹⁹ Statistically significant difference according to t-test: t (44) = 3.51, p < .001.

and/or positive substantial change is evident after knowing the gender issues and the violence that can derive and introducing content related to employment and to psychological well-being.

Table 5: Best strategies to reach out men

Strategies	Mean
Informing about and promoting the work through associations or local communities of refugees or migrants	4,5
Involving respected members or leaders of refugee / migrant communities	4,5
Informing about and promoting the work through NGOs / civil society organisations working with refugees or migrants	4,3
Holding the sessions at or near to their communities / places they live	4,3
Offering child care	4,1*
Informing about and promoting the work through statutory / public institutions working with refugees or migrants	4
Offering a certification for taking part	3,7
Through website or social media	3,1
Not mentioning “violence” in the name of the programme or dissemination efforts	3*
Offering financial compensation for taking part	2,8**
Through flyers or leaflets	2,7

Notes: * n = 47; ** n = 46.

The results of the qualitative and quantitative research are convergent here, too. As we can see, the best strategies to reach and/or motivate male migrants and refugees to participate in a gender sensitivity and violence prevention programme are to involve associations and organizations that work with them or respected members/leaders of the community. Interestingly, according to the survey, holding the sessions near to their place of residence and providing child care to male migrants or refugees are considered better strategies than providing financial compensation.

4.3. Requirements and methodologies of prevention programmes for refugee and migrant men

Qualitative research

This section describes which characteristics a gender sensitivity and violence prevention programme for male refugees and migrants should have.

Generally speaking, experts considered it essential to **not address the issue** of gender and violence **immediately** at the beginning of the programme. As already said, migrants and refugees have other priorities and they ask above all for a space where they can talk about their personal situation and needs. One suggested possibility is to start in an indirect way with topics of interest to them, for example related to migration and integration.

It is important to promote **freedom of speech within warm environments**, that is, to enable the creation of spaces in which migrants and refugees can feel comfortable and understood. It can also be useful to provide communication and social skills enhancement tools, such as the practice of **empathy** and **assertiveness**.

It is essential to generate **group cohesion** and to facilitate **active participation** of the members, clarifying the group's functions and laying down rules that take into account the values of **respect, acceptance, active listening and trust**. In this way, the group space can be understood as one where they can be themselves and freely speak. The sessions, throughout individualized interactions, should inspire more and more security and motivation to open up and be receptive.

A violence prevention and gender awareness **programme** should reflect on and discuss the concepts of **violence**, its forms and how it used. It is essential to identify violence against **women** and its normalized dynamics, both in Spain and in other countries. Similarly, it is important to address **gender** inequality, its social construction, its consequences and its stereotypes. This would facilitate the processes of empowering women, together with solving fears or doubts about gender equality policies or feminist movements. Another topic would be male and female **roles** established in society, including also the meaning of being a **man** and the role of being a **father** (like taking care of the family, etc.), with its consequences and difficulties. It is essential to discuss how **patriarchy** is structured and its effects on people (both men and women), starting from its universality to analysing the forms of **micromachisms**²⁰.

The topics of masculinity and gender are differently structured according to culture and religious beliefs, so care must be taken in order to **adapt** these contents to the socio-cultural and economic context of the participants.

In addition, professionals reported that during the workshops with migrants and refugees, younger people had the feeling that they could not approach a European woman or had many questions about how to do it; therefore, another issue to address are **sexual and emotional relations**.

At the same time, it is important to do this work from a positive stance, with an appreciative attitude and acknowledging **examples** of good practice from their communities or countries and cultures of origin (for example, men working on new masculinities in Senegal) or using case studies. Highlighting the positive part of their culture will produce satisfaction and facilitate ownership and participation in the participants.

With the aim of creating a space to talk about and work on these contents, it was suggested to use playful methodologies and some **leisure activities** (drawing, create a music group, etc.), in order to make them feel comfortable, recognize their potentialities, feel curious and address taboo topics.

"These contents should be worked transversely with all citizens to avoid this double stigmatization"

"Development of an individualized work plan where various aspects that encourage the development of the person, including his emotional state and perception of human relations, can be worked "

Answers by participants of focus groups and interviews

²⁰ Bonino, L. (1998). Micromachismos: la violencia invisible en la pareja.

4.4. Obstacles to participation

Another topic of both qualitative and quantitative research was to discuss the possible obstacles to participation of male migrants and refugees in such a programme.

Qualitative research

In the expert workshop focus groups the main difficulty that emerged was to work on gender sensitivity and prevention of violence when migrants and refugees themselves are **victims** of different forms of **violence** and **discrimination**. Also, they may have a fear of judgment or stigmatization; firstly, this could be resolved by highlighting the fact that these are structural and cross-cultural issues. Furthermore, it is very important to avoid a eurocentric point of view and to encourage intercultural participation (also by strengthening knowledge of the different cultures within the same group). In this regard, one idea to avoid this **double stigmatization** is to create a **mixed group** consisting of migrants, refugees and native men.

At the same time, there may be **low motivation** among participants due to the fact that they may not consider these **issues as relevant** in their daily lives. They may also be **resistant** to change because they can feel attacked as potential perpetrators or not directly implicated. Not understanding well the reasons of their participation in the programme could in fact lead them to drop out. Therefore, it is necessary to develop these issues connected to their everyday life and presenting the benefits of participating in this programme for them as men. Indeed, it is worth helping them understand that these issues are not only for women to work on, but for men as well.

On the other hand, it is important to take into account more practical issues such as the **times** and the **location** of the programmes. Moreover, it was considered preferable for programmes not to take too long and not to be mandatory.

It is also important to consider the **role** of a **woman** as a facilitator or translator.

The possible pressures that may arise from **religion** or the **community** must not be forgotten; it is even necessary to consider the differences among the same **community** (geographical, class, etc.).

"The barriers can be mainly the social reflection (women as men) that makes them flee to a safer space"

"The current system of refugee reception programmes"

"There is a lack of knowledge on the part of the educational team on how to adapt these concepts in the culture of origin of the people attended"

Answers by participants of focus groups and interviews

Quantitative research

The survey asked how important the following obstacles are for migrant and refugee men to participate in a violence prevention and gender sensitive programme. *Table 6* reports the means of the answers to each response (on a scale from 1 = nothing important to 5 = very important).

Participants also added the following "other" obstacles: language, lack of motivation, not being questioned for these issues, fear of facing past or present behaviours of violence and the normalization, internalization, or some standardisation of violence in their countries.

Table 6: Importance of the obstacles to participation

Answers	Mean
Feeling (doubly) stigmatized as migrants and (potential) perpetrators of violence	4,1
The issue is not a priority in their current situation	4,1
Having to travel to take part	4,1
Lack of resources to attend (time, money for transport)	4**
Fear of legal consequences if violence is disclosed	4*
Having to commit to attend a certain number of sessions	3,5**

Notes: * n = 47; ** n = 46.

Both in focus groups and interviews and in the online survey, the most important obstacles that could affect the participation of male migrants and refugees in the programme are the fact that it is not a priority in their lives and the double stigmatization (as a migrant and as a potential perpetrator of violence). Moreover, although in the qualitative research this issue did not raise, another problem might be having to move in order to participate to the programme.

4.5. Creating a safe space

As seen in the previous sections, creating a safe space within the group with the purpose of working on gender perspective and violence prevention is considered a basic requirement in order to carry out such a programme. Therefore, both in the focus groups and interviews and in the survey, possible strategies to achieve this were explored.

Qualitative research

Firstly, the promotion of **equality** between members of the group and the creation of a trustful relationship with the **trainer**, focusing on respect and unconditional acceptance of diversity, were mentioned.

Then, it was suggested to use **members of the community** or with the same socio-cultural background as co-facilitators, in order to make participants feel more identified and to generate trust.

"The first thing is to make them feel welcome, to have a space to talk about their personal situation and needs"

"Starting from dynamics that work masculinity so that at the same time they can create group cohesion. To understand the group as a safe space where they can be themselves in order to build trust, to establish rules that go along with *what is spoken in the group stays in the group*"

"Paying attention to the fact that we are equal"

Answers by participants of focus groups and interviews

Quantitative research

Participants were asked to answer to the question "How good are the following strategies to create, as much as possible, a safe space in the group for gender sensitive and violence preventive work?". In Table 7, the mean scores obtained (according to a scale of 1 = very poor to 5 = very good) can be seen.

In addition, participants added the following “other” strategies: a greater involvement of social workers with a racial profile, pre-interview the participants and to inform that it is about trying to achieve a possible better life for all members of the community, based on respect and freedom.

Table 7: Best strategies to create a safe space

Answers	Mean
Promoting and creating an inclusive atmosphere (no discrimination, but diversity of cultural identities and masculinities)	4,7
Having cultural mediators or members from the communities as co-facilitators of the group	4,7
Adapting the structural frame and contents to the individual needs of the participants (rhythm, limits, personal background/experiences)	4,5
Clarifying rules of confidentiality (especially in which cases confidentiality will have to be broken - informed consent)	4,5
Having translators for all involved languages in the group	4,5*
Encourage participation of and conversation among all participants	4,4
Creating informal spaces of interaction and relationship building (e.g.: excursions, cooking, visits to museums)	4,3*

Notes: $n = 47$; * $n = 46$.

Again, the results of qualitative and quantitative research coincide: the best strategies to create a safe space within the group are to promote and create an atmosphere of non-discrimination and to have community members or cultural mediators as co-facilitators. Anyways, all the strategies proposed in the questionnaire received very high scores.

4.6. Language issues

Qualitative research

For professionals the language was the most prominent issue of all, which led to different perspectives.

On one side, some professionals indicated the need to employ a **translator** or **interpreter** or **cultural mediator**. Preferably, this figure would be trusted by the group or recognized by the **community**. Otherwise, they could be a neutral figure, who should know the culture very well or, on the contrary, could be a member of the group with a **higher** level of language.

At the same time, it should be taken into consideration that if the group already knows the translator, they may acquire a kind of "power" over other participants. Similarly, having yet another person (apart from the facilitators) might make participants feel uncomfortable. In addition, another issue mentioned regarding language and translation was that conversations could become so easy or simplified that certain topics might be impossible to address. Professionals also indicated that participants who were not familiar with the language used might disconnect or start speaking to each other. Given this, it was proposed to provide adapted **pre-training** and language tools. Otherwise, another solution would be choosing participants with **advanced language proficiency**, although that would lead to the automatic exclusion of many people.

"More than language it is about knowing the operating code"

"The development of exercises or conversations is sometimes oversimplified, not letting you get into certain topics. With the translator we have perceived the discomfort of the participants and the role of power that the translator acquires"

"Difficulty not only at the language level, but also at the conceptual level"

Answers by participants of focus groups and interviews

Quantitative research

Table 8 shows the means of the ratings of different strategies to address intercultural and language issues (on a scale from 1 = "very poor" to 5 = "very good").

Table 8: Best strategies to address language differences

Answers	Mean
Having country-of-origin nationals as co-facilitators	4,4
Using audiovisual / multimedia resources	4,2
Using interpreters from the local community/ies	4,1
Using less or non-language based methods (such as theatre, art, etc.)	4,1
Having intercultural mediators	4
Using professional interpreters from outside the local community/ies	3,5*
Using translation by group members	3,3

Notes: $n = 47$; * $n = 46$.

It is relevant to mention that two significant differences were found between respondents who work in the field of gender / masculinities and those who work in the other fields (violence prevention, migration / intercultural education and others). People who work in the area of gender / masculinities rated the strategy "Using professional interpreters from outside the local community/ies" lower (mean $M = 3.12$)²¹ than those who work in other areas ($M = 4.38$). In addition, they rated the strategy "Using translation by group members" higher ($M = 3.58$)²² than people who work in the other areas ($M = 2.64$). These differences are in line with the information collected during the focus groups, where experts with experience in working with interpreters had indicated that using interpreters who belong to the same community or to the group itself may be an obstacle since prior knowledge can condition both the expression of the group members and the translation.

Moreover, some participants proposed to use contents, images and resources that highlight cultural diversity and to work only on a few topics per session as alternative strategies.

During the qualitative research different proposals emerged to address the linguistic and intercultural topic, but none of them stood out. On the other hand, in the quantitative research, the best rated strategy to address these issues resulted in intercultural mediators as co-facilitators. In fact, this idea also appeared during focus groups and interviews, but in the survey the figure of the cultural mediator was preferred over the interpreters or the members of the group as translator, which was the worst rated strategy.

²¹ Statistically significant difference according to t-test: $t(44) = 4.02$, $p < .001$.

²² Statistically significant difference according to t-test: $t(45) = -2.51$, $p < .05$.

4.7. Examples of good (and bad) practices

This section presents previous experiences and good practices in preventing violence against women or working for equality with immigrant or refugee men, including strategies and methodologies that have proven useful and the difficulties or obstacles encountered and how to overcome them.

Qualitative research

A variety of good practice examples were mentioned and described during the focus groups and interviews with experts and are briefly summarized here:

- **"What about them?"** (2013) ("*¿Y ellos qué?*")²³ by **CEPAIM Foundation**. It is a study on perceptions, opinions and attitudes of immigrant men and women towards violence against women.
- **"Men of Care"** ("*Hombres de Cuidados*")²⁴ by **CEPAIM Foundation**. These are workshops for migrant men, refugees and applicants for international protection with the aim of preventing violence, raising awareness of the stereotypes and the roles of men and women. They worked on caring, violence, sexuality, seduction, expression of emotions, privileges, paternity, perception of human relations, etc., in a positive way and with a very open perspective. A participatory dynamic was used through group discussions, in order to provoke more interest. What professionals observed is that it was difficult to attract men to the workshop, those who came had resistance to change because it is not their priority and in some of them a victimizing discourse was installed (such as "I am not abusive"). Therefore, the motivation was worked during the first session. Since there were ups and downs in participation, the care with the group was also worked. Often, for the first time men talked about their fear during the travel; considering this, the strategy was to connect with their interests and needs, in order to address gender issues. One of the difficulties faced was the language (one translated to the other), so a requirement for participating would be the knowledge of the language with a certain fluency. The dissemination was done through networking, the entities that work with migrants, other CEPAIM programmes, the social networks and the press releases.
- During **workshops** on gender inequality, it is made clear that it is something present in all cultures, in order to break prejudice. Migrants and refugees were aware of discrimination against them and this experience was used as an introduction to teach them that there are social dynamics beyond their own individual role and to speak about discrimination against women. The aim is to make them understand that if there is a racist structure, also a sexist structure exists and that they can be agents of change. In general, they always work from the experiential narrative, from their own references and from a feminist perspective. Usually the facilitator is a woman, but he can also be a man according to the subject matter (for example, violence or sexuality). In addition, there is a guide²⁵ explaining the functioning of the Foundation's work.
- **"July mornings in Cabestany"** ("*Matins De Juliol à Cabestany*")²⁶ by **Espai Jove (FEPA - Federació d'Entitats amb Projectes i Pisos Assistits)**. They were sessions in which different topics were treated in a leisure way, from a critical education approach. The group was composed by warded and former warded boys and girls (from 16 to 23 years old, 80% foreign people) and with different professionals as trainers. There was not a specific session on violence against women and what worked was not address directly the issue. Instead, it was brought up during the debate, in a space where they could

²³ <http://cepaim.org/wp-content/uploads/2014/01/yellosque.pdf>

²⁴ <http://cepaim.org/event/taller-hombres-de-cuidados-en-barcelona-saliradelante/>

²⁵ http://cepaim.org/wp-content/uploads/2019/06/Gu%C3%ADa-A-fuego-lento-2018-digital_Comprimido.pdf

²⁶ <https://www.fepa18.org/9a-edicio-dels-matins-de-juliol-a-cabestany/>

feel comfortable. In this way, a boy had noticed that he was using violence against his girlfriend. The obstacles encountered were linguistics and in the confidence building to address topics about gender-based violence. The first problem was solved empowering those with a higher language level by asking them to do the translation for the others. The second problem was dealt by discussing the subject during the last session.

- **Mentoring programme on violence prevention** (in Män, Sweden). It was a training for under-age boys and girls, including migrants, aimed at developing skills to prevent and intervene in situations of violence in the school context. The aim was for the young people who received this training to become reference points for other young within the Institute.
- **Autobiographical laboratory.** The aim was to reconnect migrants with their identities and their past life. What worked was to select people with a good written ability of the vehicular language and a medium-high cultural level. This type of laboratory can be used to address the change of roles from pre to post migration in gender-based violence.
- **Session of ethno-cultural psychology.** The purpose was to work on the trauma due to the migratory path and to the violence suffered. A native cultural mediator and two psychologists were present, so that people could express themselves in their native language and the mediator translated to the psychologists. The strategies that worked were the ability to set up an individual space to talk about their experiences and to offer them also follow-up and support. The difficulties were to maintain a constancy over the sessions and, at the same time, the limited number of the meetings.
- **Reception facilities for applicants for international protection.** In the case of suspected violence against women in one of the devices, the first step is to protect the victim. Therefore, man and woman were placed in different devices, to approach the intervention separately and to collect information independently with the help of interpreters. Thus, it was found that the man was repeating the same pattern of conduct that he had lived in the country of origin. They realized that the perception of violence is different depending on the origin place. In addition, men felt accused of being abusive because the woman was moved away from the device.
- **Workshops with male migrants and refugees.** These workshops addressed masculinity, sexuality and sex-affectivity, family, care in general, job selection, expectations, etc. What worked was to not talk about violence at the beginning of the workshops. The problem identified in the intervention was to find oneself in a hierarchical or vertical framework, that is to say, a Western man who explains the violence against women to the migrants.
- **Canviem-ho²⁷ Project workshops.** They consist of a space for migrant minors with the aim of promoting a gender perspective. They dealt with interculturality, emotional education, masculinities, the incidence of being a man, etc. with reference to migration. They also addressed content such as what is allowed with flirting, the ways of bonding with girls, etc. and a trivia was made about sexuality. The difficulties encountered were linguistic, a low attention span and the labelling they felt against them.
- **Training on prevention of female genital mutilation** (in Girona). These workshops were attended by migrant men from West Africa and they were focused on female genital mutilation, analysing the implications for women and the role of men in prevention. Men recognized their lack of knowledge about the consequences for women and this led to a change in their perception. Gender stereotypes and masculinity were also discussed. Involving reference people from the same community worked as a motivational factor. The obstacles faced were the stigma these men experience and

²⁷ <https://ajuntament.barcelona.cat/dones/es/informacion-y-atencion/informacion-y-atencion-los-hombres/proyecto-canviem-ho>

the idea that, by receiving this information, women can become more emancipated. At the moment, they are in the process of replicating the results.

- **Promotion of shared and non-violent masculinities** (in Colombia). A national meeting was held with men representing different civil society organizations, including indigenous and Afro-Colombian organizations ("positive masculinities"). They addressed co-responsibility in upbringing, in the economy and in domestic care, the delegitimization of violence against women and children in public spaces and the normalization of attitudes and behaviours considered "feminine" when performed by men. The strategy used was the creation of men's advertising message, targeting men. The difficulties were how to define masculinity, the approach to male corporeity and the ethnic diversity.
- **Groups and workshops with men by "Homes Iguaitaris"**²⁸. Migrant men from Latin America and North Africa usually participate. The intervention starts from the construction of the masculine identity (such as how a man has become man, the meaning of being man, etc.), reflecting on how they compare themselves with other people, on their obligations and how these affect their life. The change of gender roles is proposed as a benefit to them. Throughout the groups they work on violence, emotions, self-care, sex-affective relationships, the father figure, etc. In addition, during these workshops they work on differential socialization and violence against women. In these spaces, men for the first time can talk about their migration process. It was useful to address the "triad of Violence", especially dealing with violence towards themselves (such as more drug use, suicide, etc.) helped to get them think and to lead to a change. The problems faced were the language, the length of the workshops (30 hours) and that they were mandatory. In addition, participants were resistant, the violence was mostly not identified by them or the blame was laid on the women.
- **Flats of CEAR**²⁹. Often in families the woman is the one who takes care of children, does the housework, searches for flats, etc. This issue was worked very much exposing other role models, proposing a different distribution of tasks, influencing cultural differences, etc., both during the assemblies and individually. It was useful to work with men's beliefs about how they are incapable of learning these tasks and with those of women who believe that men cannot do them neither. The difficulties faced were organizational, such as a lack of protocols and methodologies, and the resistance to change. In addition, another obstacle was to work this content when they already suffer other forms of violence.
- **Programmes of the Refugee Reception Committee** (Secretary of Equality, Migration and Citizenship). Complementary work is carried out with the entities of refugees and applicants for international protection. Some interventions address the issue of prevention in the field of violence against women, focusing on men's perspective, at an individual level and throughout workshops.
- **Course of egalitarian masculinities**. The contents addressed were patriarchy, gender perspective, micromachisms³⁰, the social construction of gender, coeducation, etc. In addition, benefits were provided in the process of social rooting. The problem faced was a lack of knowledge from the team on how to address these concepts in the culture of origin of the people participating. Involving community leaders in the development of materials and in the creation of groups could be a solution.

Some examples of **bad practices** in the work of violence prevention were also highlighted. One of the experts reported that sometimes the professionals who manage the flats where refugees live do not know what to do if violence occurs within these families because of a

²⁸ <https://www.homesigualitaris.cat/>

²⁹ <https://www.cear.es/>

³⁰ Bonino, L. (1998). Micromachismos: la violencia invisible en la pareja.

lack of protocols and training on this matter. That is why it is important to know who are the professionals in this field, what they can or cannot do, how to derive, know the devices and the programmes etc.

"Be aware of these frustrations (due to legal, working, social factors) and then talk about how they can be overcome and how they affect family life and relationships"

"Usually there is a focus on the person's present and that is adaptation, not integration"

"In interventions, to not directly working on gender-based violence but on constructing masculinity by reflecting on their own way of comparing themselves with other men and women"

Answers by participants of focus groups and interviews

Quantitative research

Almost one out of three (31.3%) experts answering the online survey reported knowing examples of work on gender/masculinity and/or prevention of gender-based violence with migrant or refugee men (whereas the 68.75% did not know any).

Masculinity workshops by the **Logroño City Council** and **groups of men** seeking asylum in CEAR³¹ were mentioned, but without providing any other information.

The following examples, with more information, were then reported:

- **Protocol with refugees** by **Red Cross**³². In addition to meeting the demands of refugees, it includes gender equality work.
- **"Go out ahead" Project ("Salir Delante")**³³ by **CEPAIM Foundation**. It aims to prevent violence against women and to raise awareness about equal relationships. In particular, the work with men seeks to reflect on hegemonic masculinity and gender inequalities, to recognize everyday power practices, to change the relational model with women and other men, etc.
- **Men's Association for Gender Equality (AHIGE - Asociación de Hombres por la Igualdad de Género)**³⁴. Through their different activities, they favor a shift towards egalitarian and freer models of masculinity in order to fight discrimination against women.
- **CONEXUS Association. Psychosocial Care, Training and Research (Asociación CONEXUS Atención, Formación e Investigación Psicosocial)**³⁵. It aims to promote the improvement of emotional and family relations, healthy and egalitarian lifestyles and the eradication of violence, through psychosocial care for women, men, children and adolescents, as well as training for professional teams and research.
- **"Youth Care" (Jóvenes de Cuidados)**³⁶ **workshops** by **CEPAIM Foundation**. From a gender and intercultural perspective, meeting groups for men between 18 and 30 years old are held. The aim was to analyse male identity and its influence in the personal sphere, to raise awareness of gender-based violence and to change patterns of discrimination and possible violent behaviour against women.

³¹ <https://www.cear.es/>

³² <https://www2.cruzroja.es/>

³³ <http://cepaim.org/que-hacemos-convivencia-social/igualdad-de-oportunidades/violencia-genero-salir-adelante/>

³⁴ <https://ahige.org/>

³⁵ <https://conexus.cat/>

³⁶ http://cepaim.org/th_event/taller-hombres-jovenes-de-cuidados/

- **CEPAIM Foundation**³⁷. It works with male refugees, through closed programmes and targeted actions, promoting an inclusive and intercultural model of society, facilitating access to citizenship rights and fighting all forms of social exclusion.
- **Contexto**³⁸ Program. Men who have used violence in their relationships and have been convicted are treated. Migrants also come and although the intervention is the same, additionally the emphasis is placed on their life history and on the impact of the migratory phenomenon. It also addresses aspects relating to culture, the country of origin, religion, etc.
- **The Masculinity Action Project (MAP) by Lutheran Settlement House**³⁹ (Philadelphia). It is a programme whose objectives are to prevent and raise awareness about violence against women and to understand how male dominance and privileges are the main cause of domestic violence. It also develops understanding that men of all sexual orientations can be victims of abuse and that they are the key to prevent and raise awareness of domestic violence by leading and influencing other men. The project seeks to involve anyone who identifies himself with masculinity as an advocate against violence. Workshops were held on the interruption of toxic masculinity, breaking of norms, taking awareness of being able to cause harm, tactics and options of "bystander intervention" and the awareness of survivors. Recently, the programming was expanded: during the past year, a series of workshops called "Get Your Boys" were facilitated. They explored male responsibility as a result of the "#metoo" movement. In addition, the first round of the "Socha Program" was completed. It is a training of several months where participants gain skills to heal from male socialization and to take action according to a social justice. The MAP continues organizing workshops and events on gender justice, besides launching the second round of the Socha Programme in January 2020.
- **Work with refugees with the Red Cross**⁴⁰. The contents addressed were gender, equality, masculinity and violence against women. The language was the main constraint as well as the fact that cultural and linguistic issues were not well addressed. Moreover, this work was not men's priority and they were also forced to participate.
- **Workshops with men on humanitarian grounds and asylum at CEAR**⁴¹ (Malaga). It was the first experience of the CEAR in Malaga to provide workshops with the purposes of preventing gender violence, raising awareness about this topic and creating a space for meeting and reflection. The strategies adopted to achieve participation were to ask and hear about the situation that motivated them to leave their country; to connect their own situation with that of the women, inviting to empathy; to highlight the importance of their role in improving situations and of the personal gains that would derive from the process. The contents addressed were the secondary effects of patriarchy, self-esteem and gender, emotions and gender, relationships, suffered and exercised violence, "my rights vs our rights: horizontal hostility", male complicity and alternatives to hegemonic masculinity (new masculinities). The main difficulties were the language, having short time and an inconstant participation to the workshops. At the same time, language issues were addressed with the help of interpreters and graphic resources. In addition, the lessons learned from this experience were the adaptation of resources to these different populations: with the humanitarian population, they used more graphic and awareness-raising resources, rather than prevention; with the asylum population they resulted in more depth actions. As

³⁷ <http://cepaim.org/>

³⁸ <https://www.programacontexto.org/>

³⁹ <https://www.lutheransettlement.org/masculinityactionproject/>

⁴⁰ <https://www2.cruzroja.es/>

⁴¹ <https://www.cear.es/>

professionals, the need for more resources and to know more about the environment and the situation of people emerged.

- **Canviem-ho⁴²** Project. They were a series of workshops held with non-mixed groups of unaccompanied foreign minors. The main objectives were to capture intersectionality between adolescence, interculturality and masculinity. About the first topic, boys were guided in the individuation process addressing emotional education, assertiveness, sex-affective development and family and social relations. In order to attend interculturality, spaces for the decompression of stress due to the acculturation process were created. Also, an intercultural dialogue was established in order to discuss the values and customs of their home culture and the host culture. With regard to masculinity, the gender perspective was applied to make them aware of the incidence of masculinity in their relationships and social development. Professional teams and working groups were trained to do so. The obstacles faced were a lack of social and cultural network in the territory, including a lack of socio-educational resources and contacts with the culture of origin community, which made the minors vulnerable. In addition, professionals had sexist and xenophobic beliefs and behaviours. Finally, the context of institutional violence (with the Aliens Law and child care centres) and cultural violence in which participants live were other problems. Cultural issues helped to concretize the proposal and increase human quality but at the same time the initial objectives were weakened. They became aware of the demand from the minors for healthy linkages and for process migration, and of a lack of consciousness of ethnocentrism from the professionals.
- **Men of Care (*Hombres de Cuidados*⁴³)** by **CEPAIM Foundation**. In groups composed by men, the aims were to promote bodily and emotional awareness, improve relational skills and encourage active participation in order to make them feel agents of change and creation of an egalitarian society. Three strategies were used to reach out to men: networking with projects, organizations and reference people; setting up a prior interview with participants; the facilitator of the group having skills to work with migrants, violence against women and masculinities. In addition, three main themes were addressed. The first one was the construction of masculinities: what it means to be man, differentiated socialization and migratory processes, male identity and hegemonic masculinity, mandates of masculinity with their costs and privileges. Secondly, the topic about men and violence was addressed: gender violence and its forms and other manifestations of violence, such as men against men or men against themselves. Finally, alternative models were discussed: co-responsibility, caring, positive parenting, sexuality, affection, emotions and the affective world. The limitations were linguistic and cultural, which they tried to overcome with the support of some participant of the group. In this case, care must be taken because the message transmitted is left to their "interpretation". Moreover, it was difficult as Western women to deal these issues with men who had other priorities. That was resolved through empathy, emotional listening, questioning one's privileges and firmness. The participants also attended in an irregular manner and that is why attempts were made to motivating them, creating suspense from one session to another and a safe space. Taking into account the differences according to the sociocultural context, this kind of work taught that there is a hegemonic and dominant transcultural masculinity which requires an intersectional look and to set small goals.
- **Workshops of Masculinities by Doctors of the World⁴⁴** (in the Canary Islands). This is a pilot project aimed at training technical personnel, men and leaders of migrant groups in masculinities, prevention and awareness-raising on violence against women and

⁴² <https://ajuntament.barcelona.cat/dones/ca/informacio-i-atencio/informacio-i-atencio-als-homes/proyecto-canviem-ho>

⁴³ <http://cepaim.org/tag/hombres-de-cuidados/>

⁴⁴ <https://www.medicosdelmundo.org/>

prostitution. In addition, women from the association itself participated. There was not a linguistic problem as the participants spoke Spanish, but there were difficulties in the attendance of the workshops. On the other hand, a proper connection with migrant communities lacked. Also, in order to carry out the workshop, a need to generate the interest in men and to adapt to their needs and possibilities emerged.

Summarizing qualitative and quantitative data, the main **objectives** of the examples of good practices with male migrants and refugees are prevention and awareness-raising on gender-based violence, the development of skills to recognize practices of power and to modify patterns of discrimination and possible violent behaviour. In the same way, other purposes were the promotion of gender-equal relationships and to address the migration process considering the change of their roles and the violence suffered.

Taking into account the difficulty of attracting men to workshops, etc., the best **strategies** to reach them were dissemination through networks, entities/organisations or projects/programmes working with migrants and through advertising messages. In order to **get them to participate** in the workshops, projects, etc., what helped was to work with reference people from the same community, to link to their interests and needs, to not address the issue of violence at the beginning and to highlight their responsibility towards a change in relational models.

The main **contents** addressed were violence (both inflicted and suffered) and its delegitimization, masculine identity, patriarchy, inequality and gender stereotypes, (hegemonic) masculinity and alternative egalitarian models. In the same way, interculturality and traumas due to the migratory process were worked on, in addition to the expression of emotions and empathy. Other issues addressed were childcare, fathering and the family, as well as sexuality and affectivity.

The main **difficulties** in carrying out the projects/initiatives were the resistance from the participants, due to the fact that this type of work is not their priority. On the other hand, a lack of recognition of violence or a victimising discourse were also a problem. Moreover, it is difficult to work on these issues because of the stigma migrant men feel against them and because they already suffer other forms of violence. Other obstacles included the obligation to attend, ensuring continuous participation and building trust. At the same time, there is a lack of protocols, methodologies and specific training on violence and ethnic diversity.

Also, one of the main problems of these examples were the **language issue**, which were overcome through using cultural mediators and/or interpreters, selecting participants with a good knowledge of Spanish or asking those with a higher level to translate to the other members of the group.

Finally, the main **lessons learned** from these examples of work were the need to arouse the interest of these men, to ensure that they see the project/programme as a safe space for discuss their own experience and to adapt to their needs. It must also be taken into account that the concept of violence differs between countries or cultures and in this regard it is necessary to adjust the intervention accordingly.

4.8 Needs of professionals for gender sensitivity and violence prevention work with male migrants and refugees

This chapter summarizes the main needs of professionals working with male migrants and refugees in relation to gender awareness and violence prevention work.

Qualitative research

In the focus groups and interviews with experts, questions about three areas of professional needs were asked: attitudes, knowledge and skills, contextual and

organizational requirements and the expectations and needs for a specific training in order to deliver a violence prevention programme with male migrants and refugees.

Attitudes, skills and knowledge

The knowledge skills, and attitudes needed to develop a gender sensitivity and violence prevention programme with male migrants and refugees were analysed.

First, it is important to have materials, contents, **tools** and **guidelines for intervention** in order to address prevention and awareness-raising about violence against women with the participants. For this reason, it is essential for professionals to raise their own awareness and to obtain or expand **training on gender and violence**, masculinities, emotional and sexual diversity, **migration**, regularization processes and interculturalism, at a specialized level and on a regular basis. The importance of an intersectional approach was highlighted, so that interventions can be adapted and contextualized to the specificity of each situation.

In addition, this learning must include knowledge about the **socio-cultural situation** of the countries (what is the perception about feminism and violence, genital mutilation, etc.) and of the communities with which the facilitator works.

Likewise, professionals need to know the **personal situation**, the histories lived in the country of origin, the migratory experience, the needs and the day-to-day reality of the people who will participate in the group in order to understand get closer to them.

At the same time, it is important to have tools of **group facilitation** and specific knowledge about group dynamics and intervention.

It is very important for professionals to be aware and to **review** their own **knowledge**, values, **beliefs**, prejudices and **stereotypes** in order to **deconstruct racism and sexism** and to be able to get advice on ethical issues.

On the other hand, the work has to be developed with methodologies that are **non-directive** and that do not instruct participants but instead seek cooperation and relation with them.

Finally, professionals indicate that the essential skills for such a programme are communication skills such as, **active listening, empathy, understanding** and adaptation to diversity.

Contextual and organizational requirements

Experts have reported the need to have stronger **work networks** and to share and exchange experiences with professionals from other disciplines (social education, psychology, jurists, teachers, social workers, etc.), in order to contribute to knowledge, dissemination of work and the establishment of joint actions in the territory.

At the same time, it is important to create spaces for **supervision** (both at the individual and the team level), for follow-up and to foster **self-care**, support and spaces for exchange, sharing opinions and strategies between professionals.

In addition, the participation of a translator and a **basic linguistic and cultural training** for facilitators is essential, so that migrant and refugee men would not see them as someone so alien to their culture.

Expectations and needs for specific training

Finally, the expectations and needs for a specific training to carry out a prevention initiative of this kind were considered, what could motivate professionals to participate.

Above all, it should be taken into account that professionals generally have **unrealistic expectations** about migrant groups (be they men or women), many times asking them more than what they usually do when working with other (non-migrant) groups.

What could motivate professionals is the awareness of the **social need** for a training on violence prevention and gender sensitization with male migrants and refugees, which could improve the quality of life of migrants and refugees and help eliminate stereotypes and eradicate violence against women.

Similarly, it is important to recognize the **personal and professional growth** that could result from such a training. At the same time, it can enhance the **quality of work** and improve the interventions and the personal **well-being**.

An interesting issue raised is that beyond motivating only professionals to take part in such a training, both **organizations** and managers should be motivated to take part. In fact, it was pointed out that professionals are already asking for trainings or workshops because most of them detect issues of gender-based violence when working with refugees and/or migrants.

On the other hand, addressing the needs identified above, such as providing tools for intervention, would encourage the participation in a specific training.

"There are untrained professionals on interculturality and gender"

"Professionals are experiencing anxiety about managing gender-based violence with refugee women"

"To know how to contextualize the specificity of a male immigrant's violence and know how to intersect the other dimensions of his experience"

Answers by participants of focus groups and interviews

Quantitative research

The online survey also investigated the needs of professionals working on gender perspective and prevention of violence with migrant and refugee men. Regarding these, on the one hand they were asked about how important they think these needs are (from 1 = nothing important to 5 = very important) and on the other how far these needs are covered (from 1 = not covered to 5 = very covered). *Table 9* shows averages in order of importance.

Participants added "other" needs, such as to have a sense of humour, resilience and to question privileges.

On one side, needs were estimated between quite and very important (in fact, all have scores above 4), but on the other, they are only slightly to moderately covered (the mean values are between 2.7 and 3.2). This difference in results indicate a great need for specific training in order to cover these largely uncovered needs.

Table 9: Importance of needs and to what degree they are covered

Answers	Mean (important)	Mean (covered)**
Having reflected on their own beliefs, stereotypes and experiences regarding refugees and migrants (discrimination / racism)	4,7	3
Having reflected on their own beliefs, stereotypes and experiences regarding gender and violence (discrimination /sexism)	4,7	3,2
Having reflected on their own beliefs, stereotypes and experiences regarding gender and violence in (male) refugees and migrants	4,6	2,9
Knowledge and skills for working on gender and masculinities with men	4,6	2,8
Knowledge and skills to identify and address gender-based and domestic violence in perpetrators and victims	4,6	3
Knowledge and skills for group work and managing group processes in preventive work with men	4,6	2,9
Knowledge and skills for group work with clients from diverse cultures	4,5*	2,9
Knowledge on problems, difficulties and barriers in the process of migrant integration into a new culture	4,4	3,1
Knowledge on gender and family roles and relations in cultures of origin	4,3	2,7
Knowledge of relevant protocols and referral mechanisms for addressing gender-based and domestic violence	4,3	3,2
Knowledge of the national legal framework on gender-based and domestic violence	4,1	3,2
Knowledge on the national system of accepting and integrating migrants/refugees	4	3,2

Notes: * n = 47; ** n = 46.

5. Recommendations in summary

As we have seen in the first chapter, large waves of forced displacement make migrants and refugees vulnerable to forms of violence and discrimination. There is therefore a social need to raise awareness and prevent violence against women, in order to improve the health and well-being of women and children, to delegitimize violent behaviour and beliefs, and to train professionals in order to be able to deliver this work.

Based on the qualitative (through expert workshop focus groups and interviews) and quantitative (through a survey) analysis of the needs and resources available in Spain, we can summarize the following recommendations, both for a gender sensitivity and violence prevention programme with male migrants or refugees and for a specific training of professionals for carrying out such work.

5.1 Gender sensitivity and violence prevention work with male migrants and refugees

Taking into account that **violence** is a **cross-cultural problem** and that some cultural differences can include a certain normalization or internalization of patterns of violent behaviour, within a violence prevention and gender sensitivity programme for male migrants and refugees it is important to engage them as allies. In order to do so, the possible benefits of their participation, such as generating a positive change in the relational and gender models in their families and communities, should be highlighted.

To achieve these objectives, it is important to promote the values of **equality**, **respect**, **acceptance** and **inclusion** within the group, and thus generate confidence among the participants allowing the creation of a **safe space** where men feel free to **express themselves** and **share** their experiences. Participants should therefore be involved, as far as possible, in the design and development of the programme and foster a sense of ownership. In addition, it is necessary to adapt the intervention and the content to their needs and interests, possibly without first addressing the issue of violence.

There is a clear recommendation to provide space for narrating, listening to and validating the experiences of **flight / migration and the traumas** related to the migratory process, with all their emotional burden. Their own violence victimisation and/or the experience of structural inequality, discrimination and racism can be a good gateway for raising awareness of structural gender inequality and the related discrimination and violence.

The contents to be addressed in such work are the different forms of **violence**, masculinity, the structure of **patriarchy**, **gender** inequality with its social **roles** and stereotypes, the **family role** (as father and/or husband), **sex-affective relationships**, resulting in a process of accompanying the participants towards alternative egalitarian models.

Furthermore, it is essential to create an intercultural dialogue on these contents, avoiding any kind of eurocentrism or colonialism and explicitly valuing relevant cultural practices and values of the countries of origin.

It is very important to address these topics in relation to the **daily lives** of the participants, from a **positive** and **intersectional** perspective, also **adapting** these contents to the diversity of cultural and male identities that exist within the group.

In the same way, it is necessary to offer communication tools and social skills, such as practicing **empathy**, **active listening** and **assertiveness**. At the same time, it is important to promote the expression and recognition of their **emotions**.

Difficulties may be faced during this process, such as the fact that male migrants and refugees have other priorities and may be subject to double stigmatization (as a migrant and as a potential perpetrator of violence) and other forms of violence.

The **cultural and language issue** needs to be solved in an appropriate manner when carrying out such a programme. Therefore, it would be desirable to use cultural mediators as co-facilitators of the group, who should have been trained in the contents and should ideally be from the participants' country of origin.

Finally, the best strategies to reach male migrants and refugees for **participation** in the programme and thus promote the work are to involve associations / organizations that work with them and/or respected community members.

5.2. Capacity building for professionals

In order to carry out a violence prevention and gender sensitive programme with male migrants and refugees, it is important for professionals to have **knowledge, skills** and **tools** in order to detect, address and modify possible patterns of discrimination and violent behaviour.

For this reason, it is important for professionals to receive specific training on issues such as the **gender perspective**, and more specifically, on **masculinities, gender-based violence, migration, interculturalism** and **group intervention**.

They need to reflect on their own **beliefs, expectations** and **experiences** with regard to gender and violence and with regard to refugees and migrants, that is to say, they should be aware of and work on their own racism and sexism.

It is also important to have a minimum knowledge of the **socio-cultural situation** of the participants' countries of origin and of the difficulties they face in their migration process. It should not be forgotten that **basic language training** is also needed.

It is necessary to promote a **welcoming**, non directive way of delivering the programme and to adapt it to the participants . Therefore **empathy, understanding** and **active listening** are fundamental skills to be used.

Equally important is providing **supervision** and promoting strong inter-professional and inter-organizational **working networks** for coordination, collaboration and the exchange of experience, ideas and good practices.

For professionals, such a programme can bring knowledge, improve the quality of work, and lead to personal growth, establishing new **intervention protocols** and actions in the territory or improving existing services.

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Annexes

**Annex 1: Information for participants and informed consent form
(for expert workshop focus groups)**

**Annex 2: Annotation sheets on key questions (for expert workshop focus
groups)**

Annex 3: FOMEN online questionnaire

Participant Information and Informed Consent Form

Expert Workshop

FOMEN: FOCUS on MEN: Gender Based Violence Prevention Work with Male Refugees and Migrants

The FOMEN project

The Project “FOCUS on MEN: Gender Based Violence Prevention Work with Male Refugees and Migrants” is a two year European project funded under the Rights Equality Citizenship Programme of the European Union (project nº REC-RDAP-GBV-AG-2018 – 856614). It is run by partner organisations in six European countries and is coordinated by “Verein für Männer- und Geschlechterthemen Steiermark (VMG)” in Austria. Here in [country], [your organisation] is the organisation delivering the activities of the FOMEN project and the responsible person is:

[main researcher of your organisation, contact e-mail and or phone]

Expert Workshops

The Expert Workshops have the main objective to assess needs and resources and identify best practices concerning gender sensitive violence-preventive work with male refugees and migrants in each partner country. Groups of experts from the fields of migration / intercultural education, gender / masculinities and violence prevention will share and discuss relevant needs, challenges, resources and good practices to guide the further development of the project activities.

The Expert Workshop will last about 2-4h. A moderator will ask you several questions while facilitating the discussion. Notes will be taken, and the discussion will be audio-recorded for accuracy of the later transcription.

Voluntary participation

Participation in the Expert Workshop is voluntary, and you can refuse to answer any question and withdraw from the Workshop at any time.

Confidentiality and data protection

Any information and personal data you give will be treated according to [national data protection law] and to Regulation (EU) 2016/679 (General Data Protection Regulation). The results of the Expert Workshop may be summarised in published articles, reports and presentations. Quotes or key findings will always be made anonymous in any formal outputs unless we have your prior and explicit written permission to attribute them to you by name.

Your personal data given in the Expert Workshop participant list will only be used to contact you for your possible participation in other activities of the FOMEN project in the future. The participant list will be shared with the coordinator of the project, “Verein für Männer- und Geschlechterthemen Steiermark” (Graz, Austria), and the European Commission (Directorate-General Justice and Consumers, Brussels, Belgium), with the exclusive purpose of reporting on this project activity, and will be treated according to Regulation (EU) 2016/679 (General Data Protection Regulation) by these entities.

Please do not share other people’s identities or responses from the Expert Workshop with others to maintain the privacy of the participants outside of the group.

Informed Consent

	YES	NO
I have read and understood the Participant Information, or it has been read to me. I have been able to ask questions about the Expert Workshop and my questions have been answered to my satisfaction.	YES	NO
I consent voluntarily to participate in this Expert Workshop and understand that I can refuse to answer questions and I can withdraw from it at any time, without having to give a reason.	YES	NO
I agree that the Expert Workshop will be recorded using audio and written notes.	YES	NO
My words / contributions to the Expert Workshop can be quoted in publications, reports, web pages and other research outputs in an anonymised way.	YES	NO
I agree to [your organisation] recording and processing the personal data and information I provide. I understand that this information will be used only for the purposes set out in this statement and according to the General Data Protection Regulation (GDPR).	YES	NO
I give permission for my personal data in the assistance list to be shared with the coordinator of the project, " <i>Verein für Männer- und Geschlechterthemen Steiermark</i> " (Graz, Austria), and the European Commission (Directorate-General Justice and Consumers, Brussels, Belgium). These organisations will treat my data according to the General Data Protection Regulation (GDPR).	YES	NO
I give permission for photographs of the Expert Workshop and myself to be used in reports on the activity and on websites and social media of the FOMEN project and its partners.	YES	NO

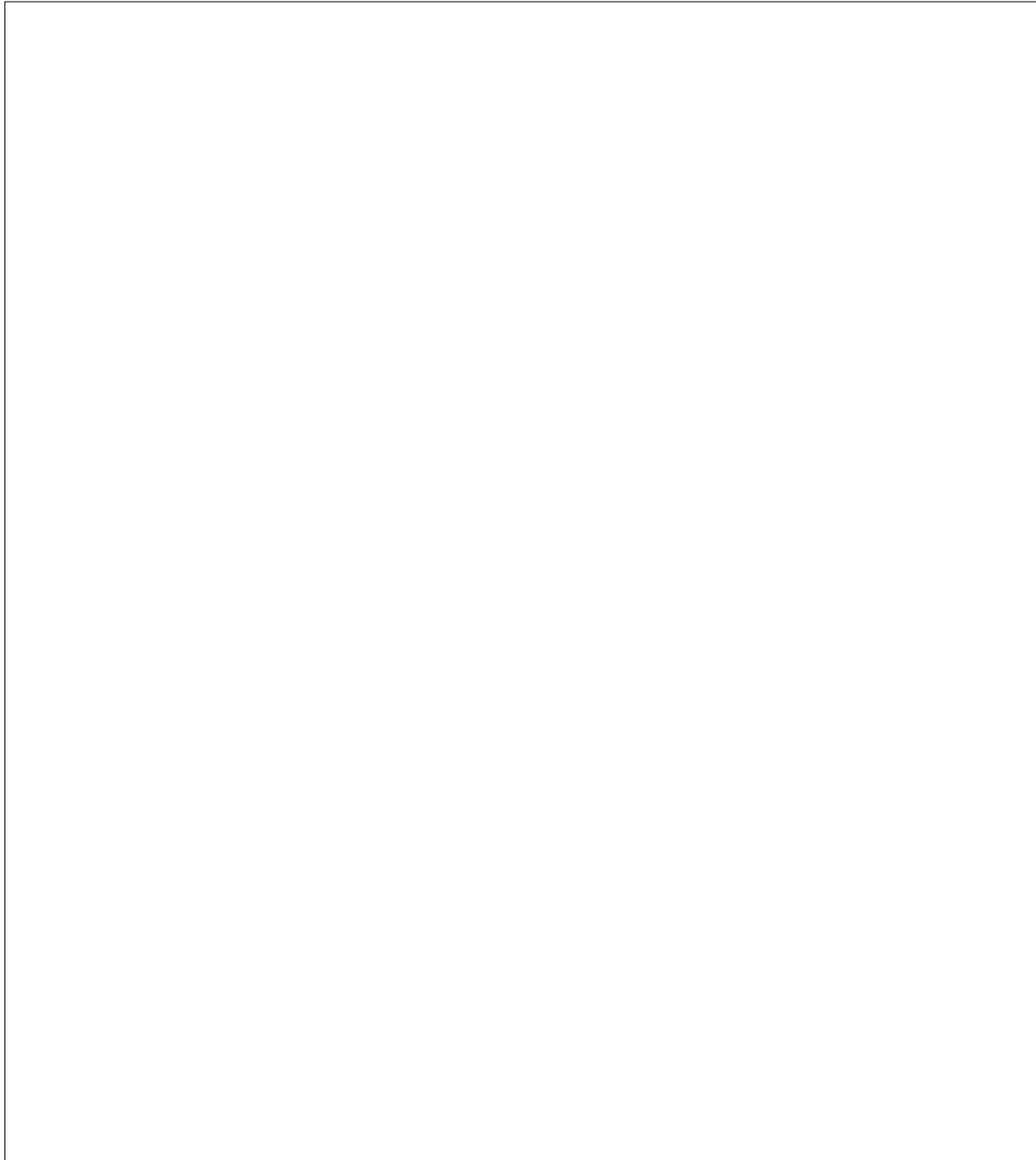
I agree to take part in the Expert Workshop

Date	Name of Participant	Signature
Date	Researcher's name	Signature

2 copies: 1 for the participant, 1 for the project file

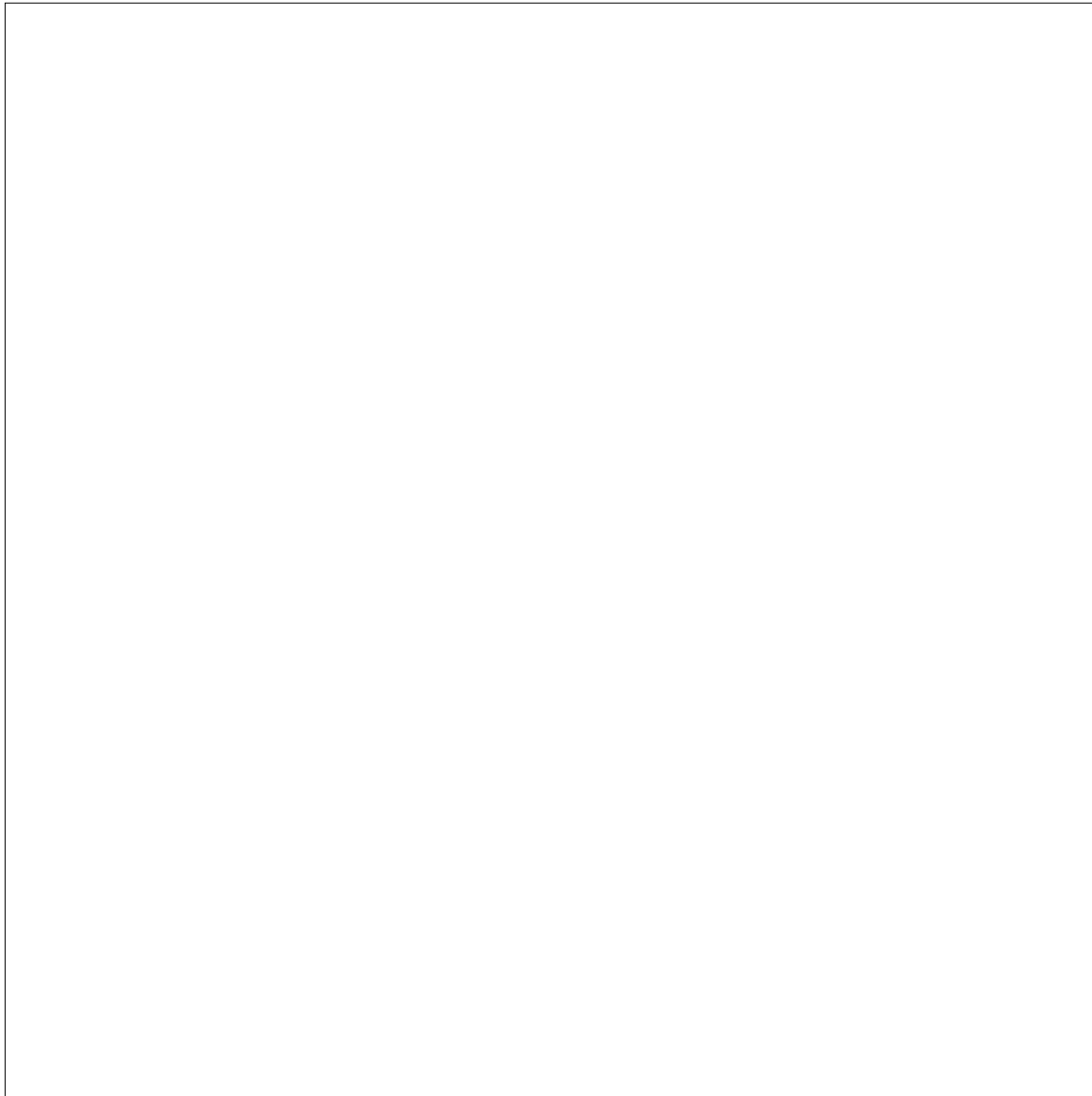
1. Previous experiences and good practices in preventing gender-based violence or working for equality with immigrant or refugee men

- What have you worked on?
- What has worked? Which strategies / methodologies have been useful?
- What have been the difficulties or obstacles and how could they be overcome?



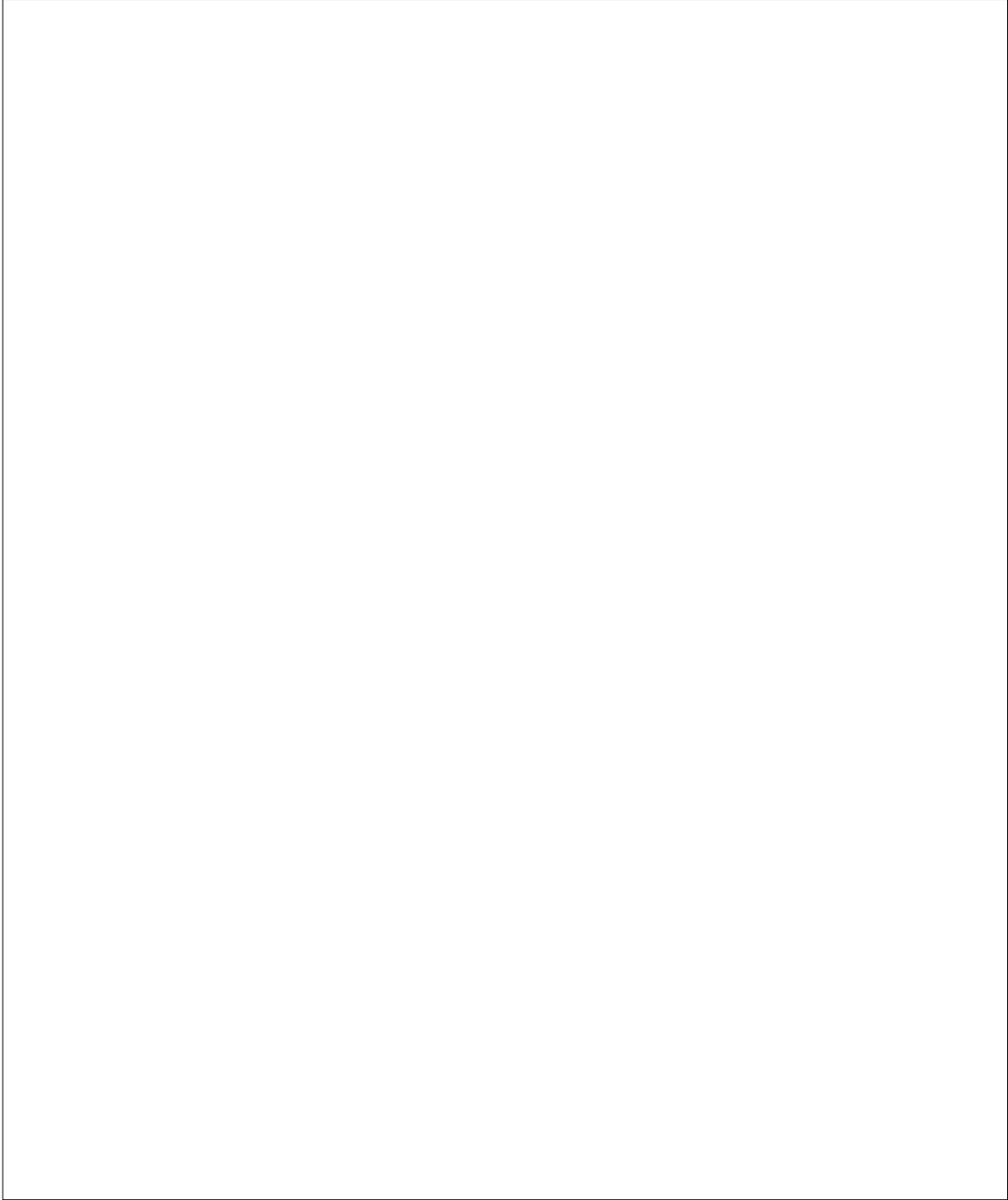
2. Needs of migrant and refugee men regarding gender sensitivity and violence prevention work

- What content should be addressed in different target groups (asylum seekers, migrants, etc.)? What needs have / perceive the men of the collective, which ones the women?
- How to present and carry out the work without stigmatizing the collective and contributing to xenophobic discourses?
- How can (different) migrant and refugee men be reached (through which services, etc.)?
- What would motivate them to take part in a prevention activity?
- What could be barriers for their participation and how could they be overcome?
- How can a safe space be created in the group?



3. Needs of professionals working with male migrants and refugees regarding gender sensitive and violence prevention work

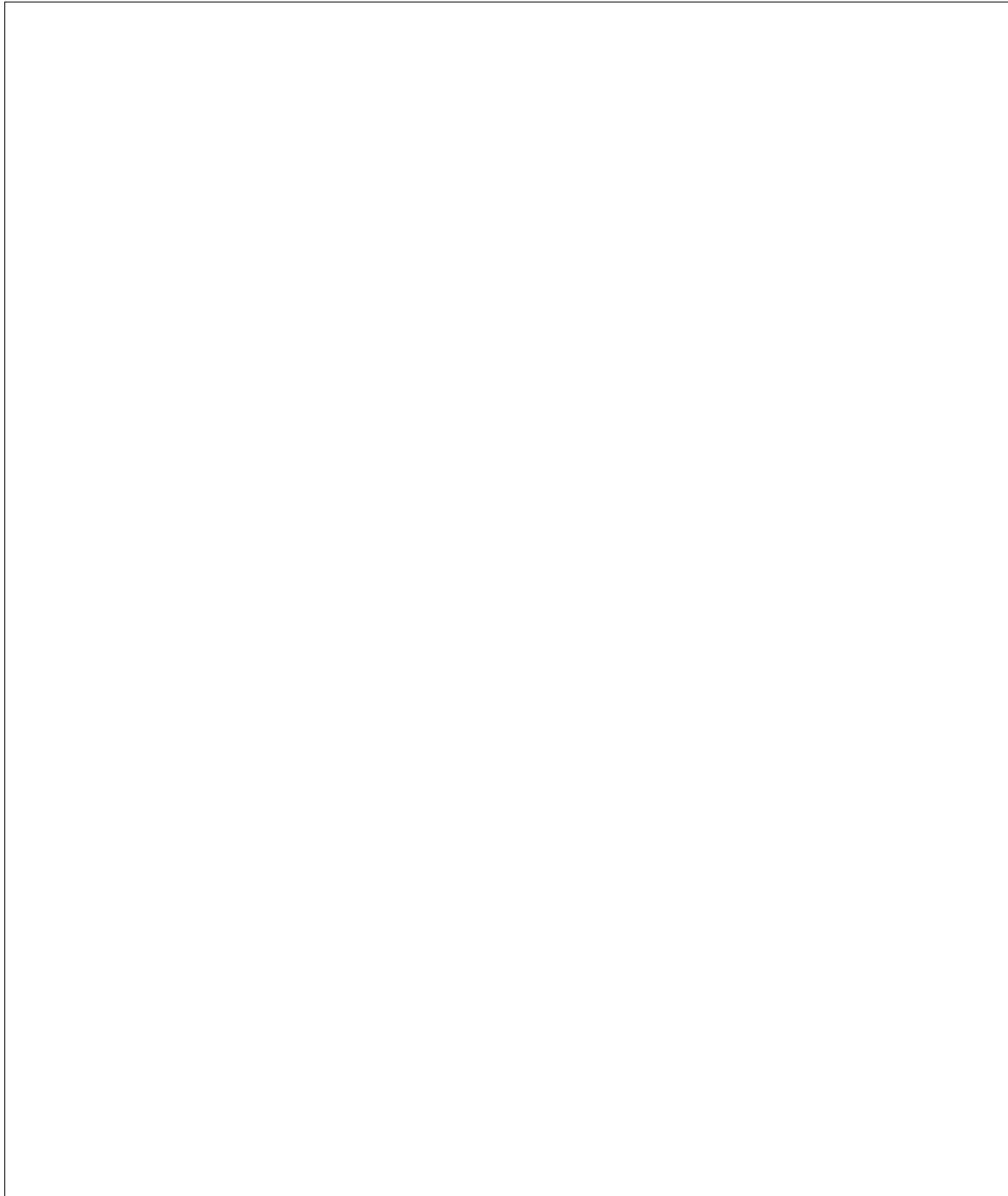
- What are the main needs of professionals working with male migrants and refugees regarding gender sensitive and violence prevention work?
- What knowledge and skills would they need to deliver a violence prevention programme with these men?
- What would motivate them to take part in a training course and to undertake such a prevention initiative?



4. Proposals for a survey on needs and resources for prevention

We are going to design a questionnaire for gathering experiences, needs and opinions from more people working in the field across the state, related to the prevention of gender-based violence with male migrants and refugees.

- Which are the most important questions to be asked?
- Which of the questions discussed today are important, which aren't so much?
- Which other questions should be asked?





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by:



On-line Questionnaire

WP2 Needs and Resources Analysis

FOMEN - FOCUS ON MEN: Gender Based Violence Prevention Work with Male Refugees and Migrants

The FOMEN project

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In Germany, WWP is the organisation delivering the activities of the FOMEN project and the responsible person is: Daliah Vakili Daliah.vakili@work-with-perpetrators.org

This questionnaire is part of the Needs and Resources Analysis of the FOMEN project and its main objectives are to:

- Collect and analyse the perceived needs of the target group of migrant and refugee men regarding gender sensitivity and violence prevention work,
- Collect and analyse the needs of professionals working with migrants and refugees regarding gender sensitivity and violence prevention,
- Collect and analyse good practice examples and opportunities in this kind of work as well as perceived difficulties or obstacles and strategies to overcome them,
- Establish collaboration with professionals and organisations for the pilot implementation of the project (train the trainers, pilot intervention).

The survey has two main parts. The first part is about your views on the needs of migrant and refugee men regarding gender sensitivity and violence prevention and on how to meet them through a prevention project (including needs of professionals to deliver such a project) and takes about 20 minutes to complete. The second part is optional and asks about (good practice) examples, experiences and lessons learned in this kind of work. It takes about 15 min to complete.

We know you are all very busy and tried to make the survey as short as possible. However, this is a unique opportunity to ask frontline workers and experts across various countries about these important issues and we feel that all these questions are essential to understanding how to move this issue forward in an appropriate way.

Thank you very much in advance for you collaboration!

1. Informed Consent

Voluntary participation

Answering the Questionnaire is voluntary, and, of course, you can refuse to answer any single question or the Questionnaire as a whole at any time.

Confidentiality and data protection

Any information and personal data you give will be treated according to [national data protection law] and to Regulation (EU) 2016/679 (General Data Protection Regulation). The results of the Questionnaire may be summarised in published articles, reports and presentations, where quotes will always be made anonymously.

I consent voluntarily to answer this Questionnaire and understand that I can refuse to answer questions and I can withdraw from it at any time.

- Yes
 No

My answers to the Questionnaire can be quoted in publications, reports, web pages and other research outputs in an anonymised way.

- Yes
 No

2. Personal and institutional information

2.1. Please, provide the following information about yourself:

Gender:

- Female
 Male
 Non-binary
 Other:

Age:

- 18-24
 25 -34
 35-44
 45-54
 55-64
 65 +

Profession / basic training:

- Educator
 Social Worker
 Psychologist
 Doctor
 Sociologist
 Anthropologist
 Other

Do you live in the country you were born in?

- Yes
 No

Do you consider yourself a person with international family history?

- Yes
 No

Have you been a refugee at any time in your life?

- Yes
- No

2.2. In which country(ies) do you work? (multiple answers possible)

- Austria
- Croatia
- Germany
- Greece
- Italy
- Spain

Other:

2.3. What is your field of activity / experience/ expertise? (multiple answers possible)

- Migration/ intercultur. education
- Gender / masculinities
- Violence prevention

Other:

2.4. How many years of experience do you have in this field(s)?

- less than 1
- 1 – 3
- 4 – 10
- more than 10

2.5. Which population do you work with? (multiple answers possible)

- Women
- Men
- LGBTQI*
- Adults
- Minors
- Locals
- Refugees
- Asylum seekers
- Migrants

2.6. Please, provide the following information about your organization:

- I don't work in any organisation (freelancer, etc.) -
 - I work in an organisation
-

2.7. Your organisation is a / an ...

- Statutory organisation / public body
- NGO /CSO
- Private company
- National organisation
- International organisation

Other:

2.8. How many staff does your organisation have?

- Up to 10
- 11 – 50
- 51 – 100
- More than 100

2.9. What is the main field of activity of your organisation?

- Migration/ intercultur. education
- Gender / masculinities
- Violence prevention

Other:

3. Needs of migrant and refugee men regarding gender sensitive and violence prevention work

3.1 How important are the following needs for male migrants and refugees regarding gender sensitive and violence prevention work?

	1 not important at all	2 slightly important	3 moderately important	4 quite important	5 very important
1.Learning about views, values and laws on family and gender roles and equality in the country of residence (in comparison to the country of origin)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.Learning about views, values and laws on violence against women and children in the country of residence (in comparison to the country of origin)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.Learning about views, values and laws on LGBTIQ* in the country of residence (in comparison to the country of origin).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.Talking about their experience of flight / migration and related trauma with other refugee and migrant men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.Talking about the violence and discrimination they have been and are subjected to and its consequences as a basis for preventing violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.Talking about the difficulties in and barriers to participate in the country of residence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.Reflecting on / talking about how the flight / migration and integration process has affected and affects their role and identity as men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.Discussing with other migrant / refugee men how to transform their role in family and other relationships in the country of residence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.Knowing about different forms of sexualized and gender based violence and its consequences on victims/survivors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.Learning about flirting, dating, sexual and intimate relationships in the country of residence (in comparison to the country of origin)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.Others: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Reaching out and motivating migrant and refugee men for gender sensitive violence prevention work

4.1. How good are the following strategies to reach (out to) male migrants and refugees and / or motivate them to take part in a gender sensitive and violence preventive work programme?

	1 very poor	2 poor	3 acceptable	4 good	5 very good
1. Informing about and promoting the work through statutory / public institutions working with refugees or migrants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Informing about and promoting the work through NGOs / civil society organisations working with refugees or migrants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Informing about and promoting the work through associations or local communities of refugees or migrants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Involving respected members or leaders of refugee / migrant communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Through flyers or leaflets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Through website or social media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Not mentioning "violence" in the name of the programme or dissemination efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Holding the sessions at or near to their communities / places they live	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Offering financial compensation for taking part	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Offering child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Offering a certification for taking part	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Others: <input style="width: 350px; height: 15px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4.2. How important are the following barriers for male migrants and refugees to participate in a gender sensitive and violence preventive work programme?

	1 not important at all	2 slightly important	3 moderately important	4 quite important	5 very important
1. Feeling (doubly) stigmatized as migrants and (potential) perpetrators of violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The issue is not a priority in their current situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Lack of resources to attend (time, money for transport)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Having to travel to take part	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Fear of legal consequences if violence is disclosed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Having to commit to attend a certain number of sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Others: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Creating a safe space for migrant and refugee men in gender sensitive and violence prevention work

5.1. How good are the following strategies to create, as much as possible, a safe space in the group for gender sensitive and violence preventive work?

	1 very poor	2 poor	3 acceptable	4 good	5 very good
1. Promoting and creating an inclusive atmosphere (no discrimination, but diversity of cultural identities and masculinities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Adapting the structural frame and contents to the individual needs of the participants (rhythm, limits, personal background/experiences)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Clarifying rules of confidentiality (especially in which cases confidentiality will have to be broken – informed consent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Encourage participation of and conversation among all participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Creating informal spaces of interaction and relationship building (e.g.: excursions, cooking, visits to museums)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Having cultural mediators or members from the communities as co-facilitators of the group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Having translators for all involved languages in the group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Others: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Addressing intercultural and language issues in gender sensitive and violence prevention work

6.1. How good are the following strategies to address intercultural and language differences in gender sensitive and violence prevention work?

	1 very poor	2 poor	3 acceptable	4 good	5 very good
1.Using professional interpreters from outside the local community/ies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.Using interpreters from the local community/ies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.Using translation by group members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.Having intercultural mediators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.Having country-of-origin nationals as co-facilitators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.Using less or non-language based methods (such as theatre, art, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.Using audiovisual / multimedia resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.Others: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Needs of professionals to work with male migrants and refugees on gender sensitive and violence prevention

7.1. Regarding the following needs of professionals to work with male migrants and refugees on gender sensitivity and violence prevention:

a) how important do you think they are?

b) to which extent are they covered for yourself?

	1 not important at all	2 slightly important	3 moderately important	4 quite important	5 very important
a) importance of this need					
1. Having reflected on their own beliefs, stereotypes and experiences regarding refugees and migrants (discrimination / racism)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Having reflected on their own beliefs, stereotypes and experiences regarding gender and violence (discrimination / sexism)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Having reflected on their own beliefs, stereotypes and experiences regarding gender and violence in (male) refugees and migrants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Knowledge on gender and family roles and relations in cultures of origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Knowledge on problems, difficulties and barriers in the process of migrant integration into a new culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Knowledge on the national system of accepting and integrating migrants/refugees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Knowledge of the national legal framework on gender-based and domestic violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Knowledge of relevant protocols and referral mechanisms for addressing gender-based and domestic violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Knowledge and skills for working on gender and masculinities with men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Knowledge and skills to identify and address gender-based and domestic violence in perpetrators and victims	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Knowledge and skills for group work with clients from diverse cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Knowledge and skills for group work and managing group processes in preventive work with men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Others: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b) I have covered this need	1 not at all covered	2 a little covered	3 moderately covered	4 quite a bit covered	5 very much covered
1. Having reflected on their own beliefs, stereotypes and experiences regarding refugees and migrants (discrimination / racism)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Having reflected on their own beliefs, stereotypes and experiences regarding gender and violence (discrimination / sexism)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Having reflected on their own beliefs, stereotypes and experiences regarding gender and violence in (male) refugees and migrants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Knowledge on gender and family roles and relations in cultures of origin	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Knowledge on problems, difficulties and barriers in the process of migrant integration into a new culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Knowledge on the national system of accepting and integrating migrants/refugees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Knowledge of the national legal framework on gender-based and domestic violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Knowledge of relevant protocols and referral mechanisms for addressing gender-based and domestic violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Knowledge and skills for working on gender and masculinities with men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Knowledge and skills to identify and address gender-based and domestic violence in perpetrators and victims	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Knowledge and skills for group work with clients from diverse cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Knowledge and skills for group work and managing group processes in preventive work with men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Others: <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Good practice examples of gender sensitive violence prevention work with male migrants or refugees

Do you know of any examples of work on gender / masculinities and or prevention of gender based violence with male migrants or refugees?

- Yes
 No

8.1. If yes, please, provide a short description and, if available, a link to a website or to any documents with further information on each of the initiatives you know of:

Have you taken part in any of these examples of work on gender / masculinities or prevention of gender based violence with male migrants or refugees yourself?

- Yes
 No

Do you have enough knowledge about any of these examples of work on gender / masculinities or prevention of gender based violence with male migrants or refugees to be able to answer some question on it/them?

- Yes
 No

Would you be willing to answer a few questions on the experience and lessons learned in this work (it will take about 15 min)?

- Yes
 No

8.2. What was the name of the example of work on gender / masculinities or prevention of gender based violence with male migrants or refugees you (if you have knowledge of several examples, please, choose the one you consider most relevant)?

8.3. What were the three main objectives of the project or initiative?

8.4. What were the three main strategies to reach out to and engage migrant or refugee men to participate (and how successful were they)?

8.5. Please, briefly describe the main contents of the project initiative.

8.6. What were the three main difficulties or obstacles for the project / initiative and how were they overcome?

8.7. How were cultural and language issues dealt with and with what success (e.g. interpreters, cultural mediators)?

8.8. All in all, which are the three main lessons learned from this work example of work on gender / masculinities or prevention of gender based violence with male migrants or refugees?

9. Information about the project results and activities

9.1. If you would like to be informed about the project results and activities and possibly take part in them, please, write an e-mail to Daliah Vakili, Daliah.vakili@work-with-perpetrators.org

9.2. Is there anything else that you want to tell us or do you have any comment on the questionnaire or the FOMEN project?

Thank you very much for your time and for sharing your knowledge with us!
