

TRIPLE JEOPARDY: Protecting At-Risk Refugee Survivors of Sexual and Gender-Based Violence

WORKING WITH CAREGIVERS – OLDER REFUGEES

1. AIM

This module aims to familiarize participants with the key role caregivers play in the well-being of those in their care and the principles to engage caregivers of older people in SGBV prevention and response. It also focuses on the needs and rights of caregivers, including their own vulnerability to SGBV.

2. USE

This module may be used as part of a two-day training (see *Model Agendas*).

TIME	METHODOLOGY	MATERIALS
1 hour	PowerPoint Brainstorming Discussion Role play	Flip chart Markers Working with Caregivers – Older Refugees PowerPoint Projector

3. GENERAL BACKGROUND

Helpful **definitions** for this and other modules include:

- **Caregiver:** (For the purpose of this training): A person who provides informal and unpaid support to people with disabilities or long-term health conditions, or older people. Most caregivers encountered during HIAS' research were female family members, including mothers, grandmothers and adolescent girls of those in need of care. In some cases, older people may have paid assistants, but this is rare in refugee populations.
- A **healing plan** sets out a course of action or actions, identified by the survivor, in collaboration with a service provider, to respond to an incident of SGBV, empower the survivor, and assist in the healing and integration of the survivor into the community. Some older refugee survivors may choose to have a support person or caregiver assist them in developing and implementing this plan. In these situations, it is important to continually monitor to ensure decisions reflect the will and preference of the survivor.

Resources

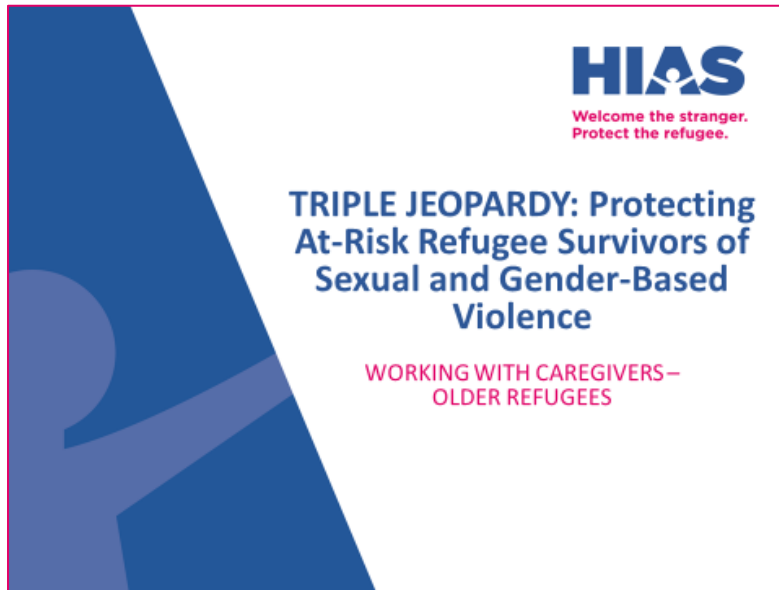
Triple Jeopardy Report

American Psychological Association (2016) [Common Caregiving Problems](#). CarersTrust (2015) [About Caring](#). County of Los Angeles (2010) [Informal Care Giving: Implications for Public Health](#). Family Caregiver Alliance (2014) [Definitions](#).


4. SLIDES

This section provides you background and resources for each PowerPoint slide in the module. It also gives you instructions to facilitate group discussions and exercises.

SLIDE 1: COVER



Objectives



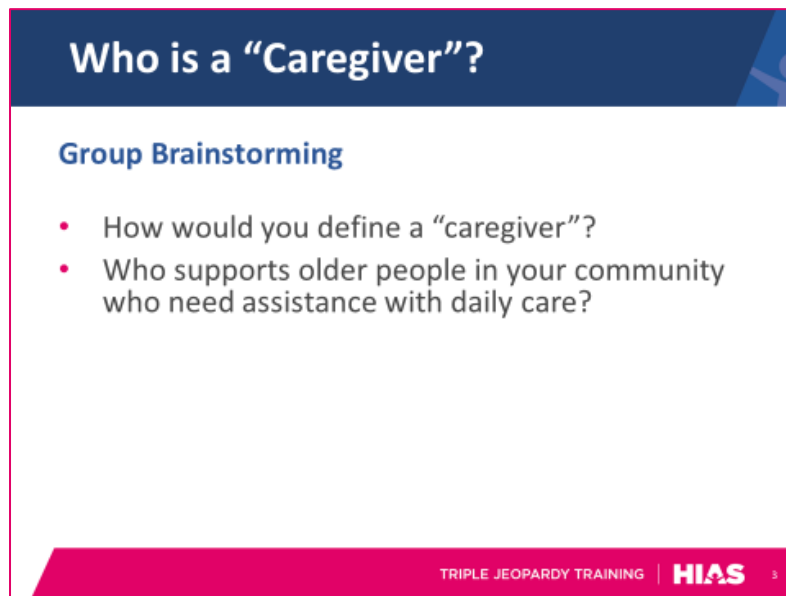
By the end of the session, participants will understand

1. A common definition of “caregiver”
2. Core principles for working with caregivers
3. Challenges facing caregivers of older refugees
4. Strategies to engage caregivers in SGBV prevention and response

TRIPLE JEOPARDY TRAINING | HIAS 2

Background

- Caregivers often play a key role in the lives of older people. Their involvement in programs to prevent and respond to SGBV is therefore critical to guarantee the safety, protection and access to rights for older people.
- Working with caregivers can foster more positive power balances between them and older people, opening opportunities for older individuals to have greater autonomy over decisions and in turn access to services.
- Caregivers, most often women and girls, face their own SGBV risks, and may be excluded from SGBV programs and activities.
- Understanding a caregiver’s role, needs and vulnerabilities lays the foundation for effectively engaging him or her in SGBV prevention and response.

A presentation slide with a dark blue header and a pink footer. The header contains the title 'Who is a "Caregiver"?' in white. The main content area is white and contains the section title 'Group Brainstorming' in blue, followed by two bullet points. The footer is pink and contains the text 'TRIPLE JEOPARDY TRAINING | HIAS' and a small number '3'.

Who is a “Caregiver”?

Group Brainstorming

- How would you define a “caregiver”?
- Who supports older people in your community who need assistance with daily care?

Materials

Flip chart and markers

Group Activity (5 minutes)

- Ask participants how they would define a “caregiver.” Encourage diverse participants to respond.
- Record answers on the flip chart.
- Then ask participants who, in their communities, who most commonly supports older people who need assistance with daily care and activities. Record answers on another flip chart.
- Sum up by developing a short definition of “caregiver,” drawn from the answers provided, and note who commonly takes up this role for refugees with disabilities.
- Post the flip charts on the wall.

Definition of Caregiver

- **Caregivers** support others who, because of old age, cannot carry out daily activities independently
- **Primary caregivers**, in many communities, are female family members, including women and adolescent girls. They are usually unpaid
- **Secondary caregivers** include health care and other service professionals. They are usually paid for their services

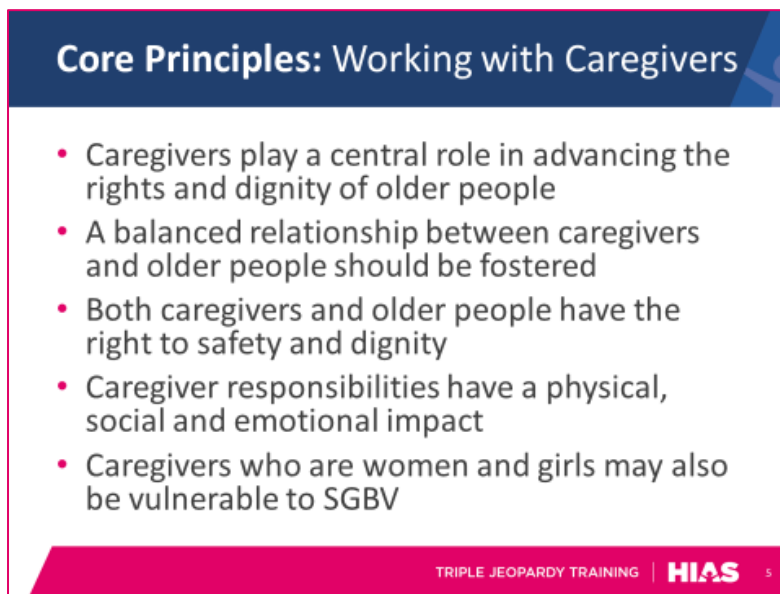
TRIPLE JEOPARDY TRAINING | HIAS 4

Background

- Wives, daughters, grandmothers and granddaughters traditionally care for older family members. This is a natural extension of their perceived social role as family caregivers and nurturers.
- In countries where the government provides social assistance and medical care, secondary caregivers are often hired to carry out this role.
- In some of the countries studied, care for elderly people is provided through forced marriage to young refugee girls, who many times are underage.

Resources

CarersTrust (2015) [About Caring](#). County of Los Angeles (2010) [Informal Care Giving: Implications for Public Health](#). Family Caregiver Alliance (2014) [Definitions](#).



Core Principles: Working with Caregivers

- Caregivers play a central role in advancing the rights and dignity of older people
- A balanced relationship between caregivers and older people should be fostered
- Both caregivers and older people have the right to safety and dignity
- Caregiver responsibilities have a physical, social and emotional impact
- Caregivers who are women and girls may also be vulnerable to SGBV

TRIPLE JEOPARDY TRAINING | HIAS 5

Background

Explain to participants that when working with caregivers:

- It is critical to recognize their central role in the lives of older people, including the role they play in supporting access to services and assistance.
- Be attuned to the relationship between caregivers and older people, and at all times take steps to maintain a balanced relationship between them. It is important to foster a relationship where older people make decisions about issues that affect their lives.
- Always support the positive sides of this central relationship between caregivers and older people.
- Recognize power imbalance in a caregiving relationships, due to age, gender and/or disability.
- Be aware that caregivers can also be perpetrators of violence against older people. For example, the most common perpetrators of SGBV against women with disabilities are their male spouses or partners.
- Acknowledge the impact that providing care has on the lives of caregivers. This provides caregivers necessary support and will help service providers identify any potential vulnerabilities, including to SGBV.

Resources

Triple Jeopardy Report, pp. 18-20.

Challenges Facing Caregivers

- Inability to exercise their rights
- Inability to take care of their needs
- Social isolation, exclusion
- “Double marginalization” re: gender/age
 - Male caregivers face social stigma for taking on work traditionally assigned to women
- Physical and emotional impact of care
 - Injury, exhaustion, stress, “burnout”
- Exposure to abuse of power/SGBV

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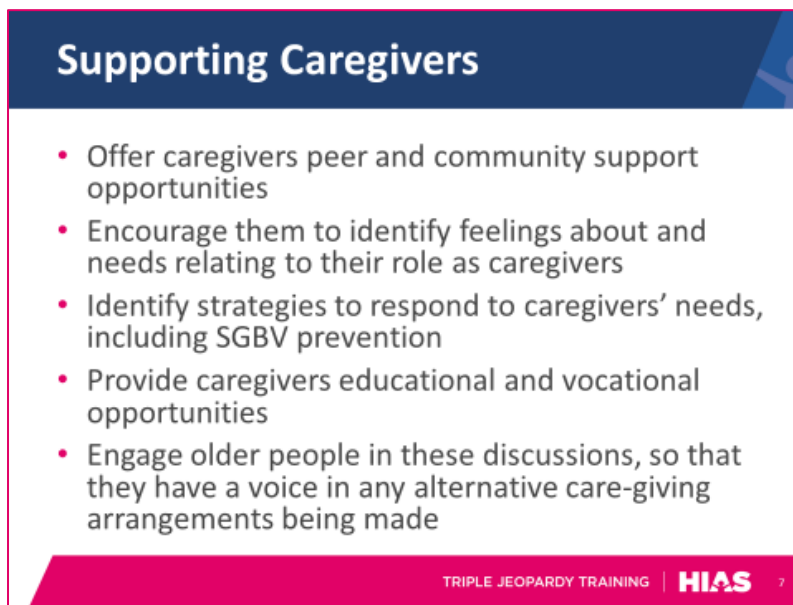
Background

- Due to existing power relations within society, caregivers, like those in their care, may not be able to exercise their basic rights, like access to education, medical care and mental health support.
- They may also be unable to care for their own basic needs, such as nutrition, clean or sufficient clothing, basic cleanliness and secure sleeping conditions due to their care-related responsibilities.
- Caregivers are often isolated by their care-related responsibilities. They may be forced into unwanted isolation by other family members.
- Caregivers of older family members often face “double marginalization” relating to gender and age. This applies to women and adolescent girl caregivers as well as to male caregivers, who face stigma for taking on a role traditionally assigned to women.
- All caregivers experience the physical and emotional impact of their duties to greater and lesser degrees.
- Women and adolescent girl caregivers may be exposed to SGBV while caring for family members. They may be left at home alone while other family members work.
- Adolescent girl refugees may be forced into marriage with older men due to poverty.

Resources

Triple Jeopardy Report, pp. 18-20.

American Psychological Association (2016) [Common Caregiving Problems](#).



Supporting Caregivers

- Offer caregivers peer and community support opportunities
- Encourage them to identify feelings about and needs relating to their role as caregivers
- Identify strategies to respond to caregivers' needs, including SGBV prevention
- Provide caregivers educational and vocational opportunities
- Engage older people in these discussions, so that they have a voice in any alternative care-giving arrangements being made

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Background

- Caregivers should be provided with opportunities to build connections to trusted community members.
- Community connections empower and protect caregivers and older people alike.
- When caregivers join support groups, they are able to share experiences with people in similar circumstances and build trusting relationships outside the family.
- When providing caregivers opportunities to share feelings and needs, be sure to follow up with an opportunity to strategize jointly on how to respond to any basic needs or concerns.
- Providing caregivers with an opportunity to access education and other work empowers them, but it is important to explore the implications for people with disabilities who require ongoing support and assistance.
- Engage older people in these discussions, so that they have a voice in any alternative caregiving arrangements being made.

Resources

Triple Jeopardy Report, p. 21.

SLIDE 8: ENGAGING CAREGIVERS IN SGBV PREVENTION AND RESPONSE

Engaging Caregivers in SGBV Prevention and Response

Prevention

- Involve caregivers in community sensitization about the vulnerability of people with disabilities to SGBV
- Help caregivers build ties to the community
 - Community support prevents SGBV against older people and caregivers
- Regularly consult caregivers in SGBV risk assessment
- Involve caregivers in livelihoods activities providing sustainable economic support and assist them mitigating economic dependency.

Response

- Work jointly and equally with caregivers and care recipients
- Train caregivers on SGBV emergency response
- Ensure caregivers have access to medical, mental health, legal and social service providers
- Connect caregivers to disability advocates

TRIPLE JEOPARDY TRAINING | HIAS 8

Materials

Flip chart and markers, paper and pens

Background

Prevention

- In 2015-2016, HIAS implemented recommendations set out in the *Triple Jeopardy* report.
- We found that caregivers play a key role in community sensitization on SGBV affecting refugees with disabilities and older refugees.
- Caregivers, particularly mothers and grandmothers, can significantly influence community attitudes toward SGBV and old age.
- Community support and connection to caregivers and older people is a critical means to prevent SGBV.

Response

- Service providers should work closely and equally with both older people and their caregivers to assess the risk of SGBV.
- Work with the caregiver and care recipient together as often as possible. When specific circumstances require it, consider meeting alone with one or the other.
- Service providers should help caregivers design emergency response protocols. This can be as simple creating a list of trusted community members and agencies to call in an emergency.
- A key component of response involves connecting caregivers and care recipients with trained service providers who are sensitive to the needs of those in care – e.g., issues related to old age.

Group Activity (10 minutes)

- Before showing the slide, hang up two flip chart sheets on the wall. On the first, write “Strategies to Help Caregivers Prevent SGBV,” and on the second, write “Strategies to Help Caregivers Respond to SGBV.”
- Ask participants to approach each sheet and write down one strategy.
- Once complete, read through the answers.
- Then show the slide and compare to participants’ responses.

Resources

Triple Jeopardy Report, p. 21.

Engaging Caregivers in SGBV Prevention and Response

- Concurrently strengthen the role of older people in these same activities
- Monitor for any negative consequences that may arise for older people from programs and activities targeting caregivers

TRIPLE JEOPARDY TRAINING | **HIAS** 9

Background

- We must concurrently strengthen the role of older people in SGBV prevention and response.
- We also must monitor for any negative consequences that may arise for older people from programs and activities targeting caregivers.

SLIDE 10: CASE STUDY: ZAHRA AND AZIZA

Case Study: Zahra and Aziza

Zahra is 14. She lives in a refugee camp with her parents, 4 brothers and grandmother Aziza, who is physically disabled. Since age 10, Zahra has cared for her grandmother. Each morning, Zahra gathers wood and cooks breakfast for the family. While her mother takes care of the children, Zahra bathes and dresses Aziza.

While her parents work, Zahra stays home to care for Aziza and two little brothers. She would like to go to school like her brothers Samir and Dawood. She has no real friends – the neighborhood girls won't play with her.

At night, Zahra sleeps with Aziza to be close. They talk to each other quite a lot and Aziza tells her about the old days in their home village. How Zahra loves Aziza!

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Group Activity (15 minutes)

- Ask a participant to read out the facts of the role play on the slide.
- Ask five volunteers to prepare and act out a short role play.
- Based on the facts on the slide, inform the group that Wendy, a caseworker comes to visit Aziza's home, where she finds that Aziza's primary caregiver is 14-year-old Zahra. During the role play, Wendy should meet independently with Aziza, Zahra and Zahra's parents, as well as in a group. Wendy should assess both Aziza's and Zahra's rights, protection needs and relationship. Wendy should identify two forms of support from family, community or NGOs.
- After the play ask participants to comment.

SLIDE 11: SUMMARY

Summary

- A balanced relationship between caregivers and older people is central to SGBV prevention and response
- We should recognize the rights and needs of caregivers, as well as older people, including their vulnerability to SGBV
- Both caregivers and older people in their care should benefit from SGBV prevention and response programs

TRIPLE JEOPARDY TRAINING | **HIAS** 11

Background

- Ask a different participant to read out each of the summary points.
- Ask participants for any questions or requests for clarification.