

## **SEXUAL VIOLENCE PREVENTION EDUCATION PROGRAM FOR REFUGEES IN CHARLOTTESVILLE TARGETING TEENAGERS (AGE 11-17)**

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### **Overview:**

Refugees in the United States suffer a disproportionate level of violence relative to the general population. A large portion of this violence falls on teens, especially women, and is often sexual in nature. Refugees settled in Charlottesville are no exception. In an effort to mitigate, if not ameliorate, these harms, we seek to develop a sexual assault prevention education program for refugees, especially ages 11-17, based on best practices found in similar programs across the U.S. and abroad with a special mind to the likelihood and nature of past violent and traumatic experiences had by these groups, which is broadly absent from the general population, and the multicultural nature of the intended audience.

### **Summary:**

The United States has a strong history of defending people escaping war and oppression. Once refugees have been verified by the United Nations Refugee Agency and approved for relocation, the U.S. government helps them rebuild their life in America. Every year, thousands of refugees, driven to escape terror and oppression, are welcomed into the safety and freedom of America by the citizens of the United States. Many people have survived daunting challenges and are vulnerable to sexual harassment especially the age group between 11 to 17 years. The purpose of this initiative is to develop a program that will help prevent sexual assault through a comprehensive and competency based education program which shall be known as the education clinics for refugees in Charlottesville. It's worth noting that refugees residing in Charlottesville experience a lot of sexual harassment, just as it happens in every area, state, neighborhood, and college in America. Many societies remain in disbelief, but the fact of the matter is that it occurs on a daily basis. The sexually assaulted victim's remains traumatized for long period of time, which also impact negatively to the society. The education program described in this initiative seeks to create a robust awareness system focused on best practices across the globe that can help to reduce the incidence of sexual abuse among refugees residing in Charlottesville.

### **Background:**

The world currently has a total of 70.8 million citizens displaced by war, a record high at the end of a steep climb from 43.3 million in 2009. Much of the rise came between 2012 and 2015, mostly attributed to the Syrian war. Conflicts in other places have also led to this increase, including Iraq, Yemen, the Democratic Republic of Congo (DRC) and South Sudan, as well as the huge influx of Rohingya refugees from Myanmar by the end of 2017.

The United States plans to admit a maximum of 18,000 refugees in fiscal year 2020, down from a cap of 30,000 in the one that ended Sept. 30, 2019, under a new refugee admissions ceiling set by the Trump administration. The refugee community under the umbrella of the UNHCR has

almost doubled since 2012. In 2018, the rise was motivated in particular by internal displacement in Ethiopia and asylum-seekers leaving Venezuela. The percentage of the world's migrant population has also continued to increase, with the world's migrant population growing faster than the general population. In the Charlottesville branch of the International Rescue Committee (IRC), nearly 220 refugees are resettled into the city each year. The State Department provides a flat rate for every person to support their initial services.

Refugees are extremely vulnerable and require protection against sexual violence and human rights violations, and access to adequate legal and rights information. Most displaced people often lack legal status, have no legal protections, are at risk of exploitation and abuse. The United States has become a pioneer in accepting immigrants claiming asylum from discrimination on the grounds of ethnicity, faith, gender, political affiliation or participation in a single social group. After World War II, the U.S. started accepting immigrants, and over time, the program has grown into a large network based around public-private partnerships. Communities across the U.S. have acknowledged the important economic and social gains of resettling refugees. Virginia people have played a critical part in the relocation system and immigrants have made a significant difference to Virginia neighborhoods. Integration in the new society is a vital aspect of refugee resettlement. The IRC reports that refugees come to their classrooms every day to learn English, gain literacy, and take part in which help them develop financial literacy and life skills.

## Demographics:

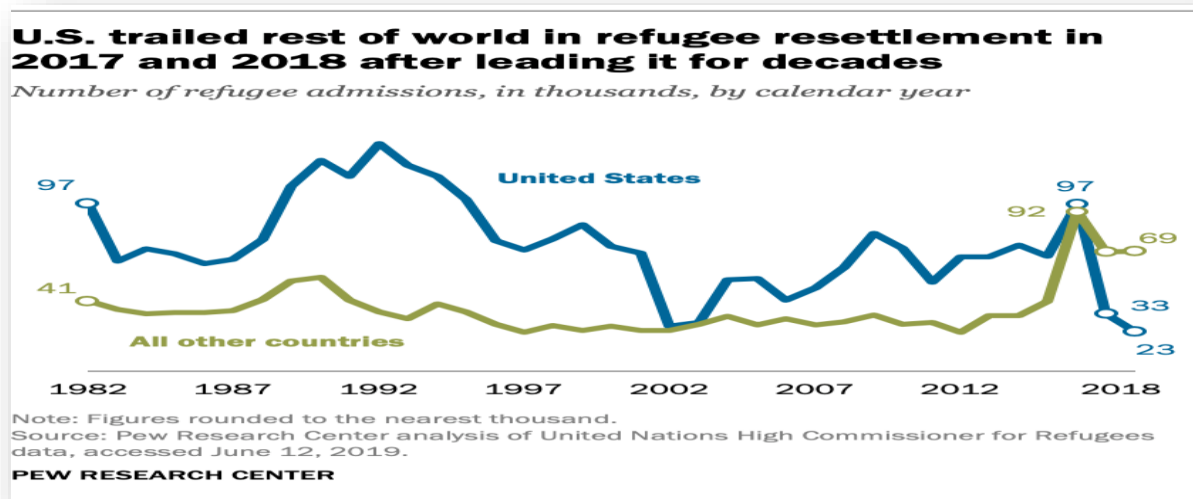
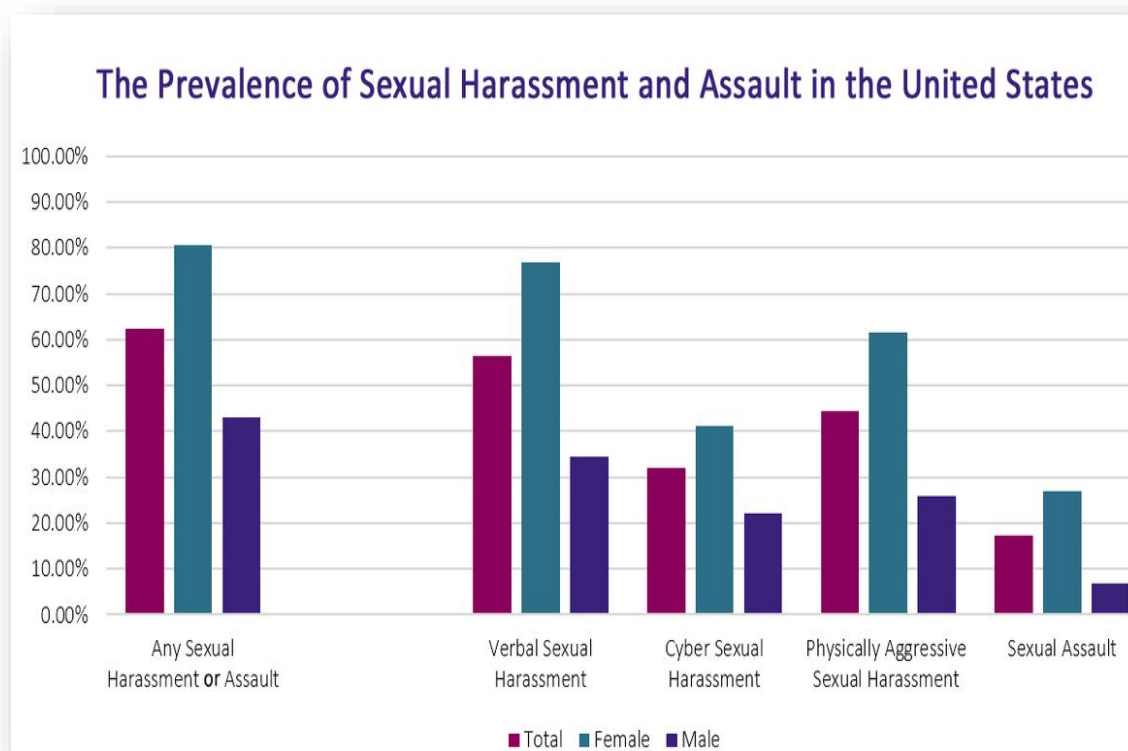


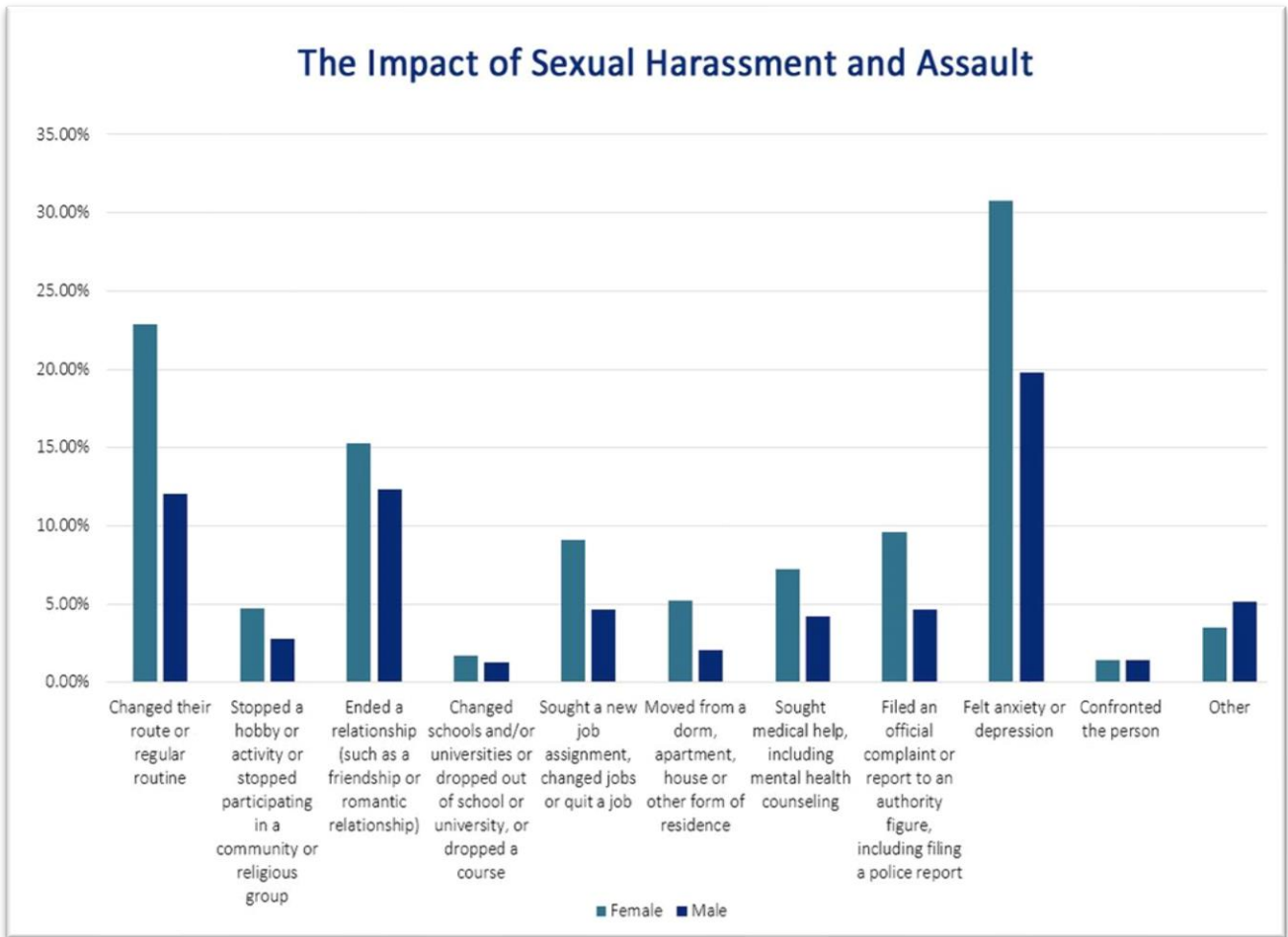
Figure 1: USA statistics on refugee's resettlement

## *Sexual Violence Statistics*



***Figure 2: 2018 survey with 2009 nationality representatives' respondents***

According to the survey, the most popular venue to witness sexual assault was a public area such as a street or a shop, with 66 per cent of women and 19 per cent of men experiencing abuse in those places. Harassment in the workforce was less widespread, with 38% of women and 13 percent of men reporting being abused at work. Thirty-one percent of women and 20 percent of men reported experiencing anxiety or depression, according to this study. Twenty-three percent of women and 12 percent of men claimed they had modified their habits or their routes. Less than 10% of both women and men claimed they had lodged an official lawsuit or commented on their experience.



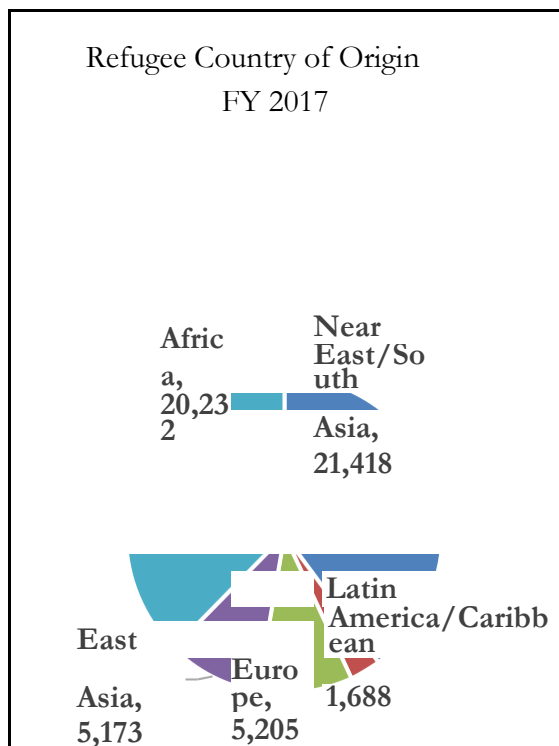
*Figure 3: 2018 survey for this question, they were 817 female & 446 male respondents*

### Refugee Violence Statistics

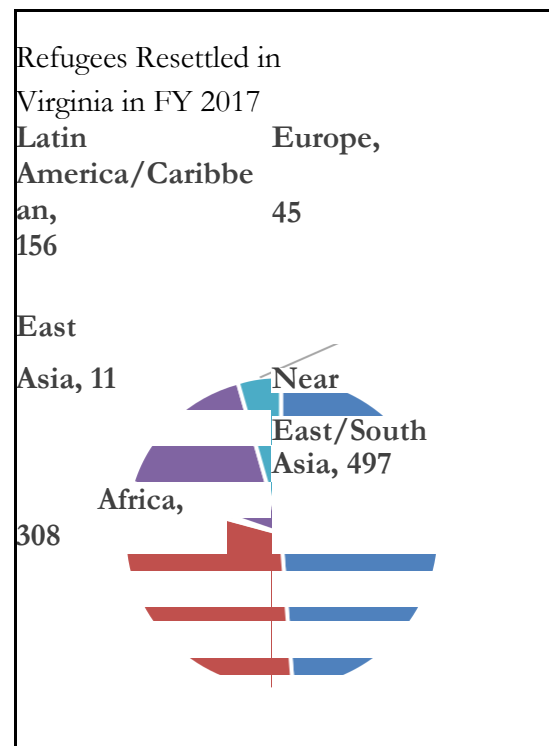
According to the United Nations High Commissioner of Refugees, over half of the world's 22.5 million refugees are children under the age of 18. Old Dominion University's Virginia Early Childhood policy center defines refugees as "individuals who have fled their country due to a substantiated fear of persecution, violence, or death based upon their race, nationality, political, religious, or other social group affiliation," and that is the operative definition used by SARA to identify their clientele. The United States has the largest formal refugee resettlement program in the world, historically accepting more than 50,000 refugees per year in the last nine years.

The goal of a resettlement program is to offer a viable solution for refugees in long-term protracted situations where they are unlikely to be able to return to their country of origin. From 2013 to September, 2017, the U.S. has resettled an additional 92,241 children under the age of 14 from 83 countries through the Refugee. From 2013-2017, Virginia received cumulatively 6,776 refugees from over 35 countries for resettlement, and the Refugee Resettlement Program in Virginia, which is managed by the Department of Social Services' Office of Newcomer Services, has overseen services to an additional 7,353 individuals who meet the requirements for refugee resettlement

services according to their annual reports. Ten years, and has set the ceiling for 2018 to 45,000. As of the end of 2017 on September 30, the U.S. had admitted 53,716 refugees from 77 countries.



**Figure 4: Refugees Resettled in the U.S.**  
**Source: Wrapsnet**



**Figure 5: Refugees Resettled in Virginia.**  
**Source: Virginia Newcomer Information System**

From 2013-2017, Virginia received cumulatively 6,776 refugees from over 35 countries for resettlement, to which we add another 7,353 individuals who meet the requirements for refugee resettlement services the Refugee Resettlement Program in Virginia. The number of individuals under the SIV program increased drastically from 1,019 in FY 2014 to 2,339 being resettled in 2017.

#### Virginia Refugee Population Served FY 2013-FY 2017



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2013                      2014                      2015                      2016                      2017

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**Figure 6: Virginia Refugee Population Served by Age Bracket for FY2013-FY2017,**  
**Source: Virginia Department of Social Services, Office of Newcomer Services.**

There is no unified data collection system. While there are various national and state sources of sexual violence data, many definitions of sexual violence differ. Most data is around sexual violence victimization. Although a challenging undertaking, a thorough attempt at understanding the magnitude of sexual violence in Virginia is necessary to effectively plan and implement primary prevention programs in the communities, regions or populations in which prevention is most needed.

**National Rates of Sexual Violence Victimization** Currently, the best estimate of the incidence and prevalence of sexual violence is provided by the National Violence against Women Survey (NVAWS), published in 2017 and sponsored by the National Institute of Justice (NIJ) and the Centers for Disease Control and Prevention (CDC).

This study employed a random telephone interview conducted between 2015 – 2016 and found that of 8,000 females and 8,000 males: Prevalence of sexual violence in Lifetime. 17.6% of female reported experiencing rape in their lifetime, of which 14.8% were completed rapes and 2.8% were attempted rapes. 3% of male reported experiencing rape in their lifetime, of which 2.1% were completed rapes and 0.9% were attempted rapes. To determine the prevalence of sexual violence in Virginia, the Virginia Department of Health (VDH) conducted a randomized telephone survey between November 2017 and February 2018. Using a survey instrument modified from the NVAWS as well as the National Women's Study (NWS) and a Washington state survey, the study found that of 1,769 women and 705 men: 27.6% of women reported experiencing sexual assault in their lifetime; 17.8% of women reported experiencing rape. 12.9% of men reported experiencing sexual assault in their lifetime; 3.5% of men reported experiencing rape.

### **Relationship of Perpetrator to Sexual Violence Victim**

Perpetrator's relationship to Victim	Female Victim	Male Victim
Intimate partner	15.1%	8.8%
Friend	22.3%	25.3%
Someone known	18.2%	19.8%
Father/stepfather	8.8%	2.2%
Other relative	19.6%	16.5%
Neighbor	6.3%	1.4%
Stranger	11.5%	20.9%

Intimate Partner Sexual Violence in Virginia according to the BRFSS, 4.3% (estimated 237,360) of surveyed Virginians reported that they had experienced unwanted sex or any physical violence within the past 12 months from an intimate partner. The relationship of the perpetrator at the time of the incident is as follows: husband or male live-in partner, 43.1%; boyfriend, 18.3%; wife or female live-in partner, 17.6%; former boyfriend, 6.1% ; “other,” 4.3%; girlfriend, 3%; former husband or former male live-in partner, 2.6%; former girlfriend, 1.4%. 1.4% refused this question and .9% were not sure.

There is not currently any Virginia data directly from refugees group on sexual violent however, the above mentioned surveys incorporated the population of refugees residing in Virginia. Nevertheless, risk factors can also be used to elaborate occurrence on sexual violence among refugees. Risk factors are conditions or characteristics that increase the likelihood of sexual violence perpetration. Risk factors do not necessarily directly cause sexual violence, but their presence increases the chance of perpetration. Risk factors can be characteristics of an individual or conditions present in the environment. Risk factors can be used to help focus prevention efforts. Protective factors are conditions or characteristics that decrease the likelihood of sexual violence perpetration and/or promote healthy relationships and healthy sexuality.

A single protective factor does not necessarily directly prevent sexual violence, but the presence of multiple protective factors decreases the chance of perpetration. Protective factors can be characteristics of an individual or conditions present in the environment. The conservative views toward immigration indicate that hostility and violence is acceptable against particular groups. This makes people in these groups more vulnerable to sexual violence sometimes with little or no consequences. There is also a strong military presence in Virginia. Virginia has the highest defense employment in country. Many aspects of military culture reinforce risk factors for sexual and intimate partner violence. Although data is hard to obtain, it is apparent that relatively few military personnel are prosecuted or administratively sanctioned on charges stemming from domestic violence.

### **Baseline Analysis of existing literature on Sexual Violence**

- a) A review of primary sexual violence prevention projects in Virginia reveals that there is inadequate resourcing of sexual violence prevention programs at the Federal, state, and local levels resulting in an inconsistency in comprehensiveness many are focused on only one level of the social ecology, few programs are implementing anything more than a school-based curriculum, and a lack of message saturation in most existing projects.
- b) While evidenced-based primary sexual violence prevention strategies do not currently exist, there are several resources that can provide sound guidelines for enhancing the effectiveness of this type of primary prevention work.
- c) Some of the protective factors, that are perhaps most relevant to primary sexual violence prevention are: Institutions enabling youth to feel valued by adults, opportunities for young

people to take on useful roles in a community, and the presence of adults who model positive responsible behavior.

## **Problem Statement & Justification**

According to the United Nations High Commissioner of Refugees over half of the world's 22.5 million refugees are children under the age of 18. The United States has the largest formal refugee resettlement program in the world, historically accepting more than 50,000 refugees per year in the last nine years. The goal of a resettlement program is to offer a viable solution for refugees in long-term protracted situations where they are unlikely to be able to return to their country of origin. Currently at Charlottesville we are witnessing incidences of refugee's assault and among them sexual assault of women and teenagers is a deplorable and persistent trend.

The female and teenager's refugees across the world are highly vulnerable to all forms of sexual and physical violence. Women face specific danger when resisting the authority of armed groups, ranging from regular armor to terrorist cells, while in and while escaping conflict zones. They also face an almost unique risk of becoming the victims of human traffickers, especially for sex work purpose, who often abuse them themselves in the process. Even after exiting the conflict zone, safety can be elusive. Regardless of where they stay in refugee camps in their home nation or seek protection elsewhere, women face serious threats to their health and security.

The international community has long resolved to end this scourge. Yet, despite declarations and resolutions, current reports show that protecting female and teenagers' refugees from gender-based violence remains a complex problem. Sex crimes are of particular concern as they not only violate personal freedoms and traumatize the victim while occurring, but also often lead to undesired pregnancies which lead in turn to unsafe abortions, complications tied to early childbearing age, and death, or a lifetime with an unwanted child who is a living token of their abuse. Interestingly, the explanation for Charlottesville's continued deplorable condition of abuse against migrant families is clearly the ineffective enforcement of a number of current measures aimed at securing and removing refugees from assaults. Until 1979, UN member states pledged themselves to take action to render the environment secure and equal for refugees.

The 1993 Declaration on the Elimination of Violence against Women, expresses UN understanding that state as obligated to protect the rights of women, including refugees, and what is necessary to exercise those rights. Obviously, too many states and the UNHCR itself are failing to live up to these obligations. International actors have recognized the need to stop sexual assaults, the United Nations Security Council adopted the Resolution on Women, Peace and Security. The Resolution states that a gender perspective has to be introduced where the implications for women and men of any planned action are assessed.

Further, the Resolution recommends an amendment to the existing code of conduct has to in order to prevent sex crimes by introducing necessary control and accountability mechanisms. The 2008 UNHCR Handbook for the Protection of Women and Girls restates the need for formalized codes of conduct designed to mitigate, and ultimately eliminate, sexual assaults. It also suggests additional training for the staff on prevention and response to the assaults, but in practice too few



recommendations are in effect. The first area of the education program seeks to improve the data collection and analysis, which has to be supported by research projects conducted in consultation with field offices and with full participation of stakeholders.

This would help to accurately map the existing risks of refugees' sexual violence and obstacles that the stakeholders encounter in accessing the protection services at Charlottesville. The education program shall also address the management level. Here the Strategy reaffirms the need for further training and raising awareness regarding, gender inequality and discrimination. Moreover, this strategy stressed the need for allocation of sufficient resources for meeting the long-term needs of survivors of sexual abuse. Finally, finding that any effective action against require a multi-sector approach, the program is endeavors to strengthen cooperation across UN agencies, governments, and various interested organization to improve the prevention of and response to sexual violence experienced by refugees.

### **Project Objective**

The goals of this project is to establish refugee's education program aimed at increasing awareness about the impact of sexual violence, promote community involvement, foster a multi-disciplinary systems approach to victims of sexual violence, and challenge the prevailing attitudes and dispel the myths which perpetuate the problem of sexual violence. Based on the availability of funding we shall endeavor to offer free specialized training, workshops and sexual violence prevention programs to the afflicted refugees, as well as professional groups and individuals in Charlottesville.

### **Specific Objectives**

- a) Building capacity and marshalling advocacy team among the survivors of sexual violence in Charlottesville.
- b) Develop peer educator teams.
- c) Form behavior change clubs to foster exchange of lessons and best practices between refugees.
- d) Preventing Sexual Violence through Parenting
- e) Sexual Abuse Prevention and Mandatory Reporters
- f) Consent and Healthy Sexuality
- g) Red Flags and Interventions
- h) Equality and Anti-Oppression
- i) Identifying and Serving Survivors through Nursing

### **Expected Output/Outcome:**

- Development of well-organized program that will act as a role model in the addressing sexual violence.
- Behavior change towards less risky sexual behaviors.
- Increased confidence and self-esteem among the target group.
- Educating of the peers by the target group leading to reduction of refugee's sexual abuse incidences.

### Conceptual Model: Refugees Education Program:

PROGRAM	ENCOMPASSES	MECHANISM	MITIGATING RISK FACTORS	IMPACTS
Refugees Education Program	Gender-transformative	Improve gender equitable beliefs, attitudes, behaviors, and combats rigid gender role stereotypes	Peer approval & forced sex. Peer pressure for sexual activity. Rape myth acceptance. Peer sexual aggression. Hostility towards opposite gender Victim blame. Dominance. Acceptance of violence. Hyper-masculinity.	Reduction in incidences of sexual assault perpetration. Increased confidence and self-esteem. Positive behaviour change.
	Sexual behaviour change	Help refugees learn to apply decision making model to sexual incident. Analyze influence on sexual activity. Enhance negotiation skills: learn about condoms and abstinence	Sexual risk taking. Multiple risk partners. Early sexual initiation. Positive STI.	
	Teen sexual abuse prevention	Help teen recognize signs of abuse. Communicate with adults about perceived dangers	Childhood and teen sexual abuse.	
	Social & Emotional Learning components	Enhance positive social behaviors. Decrease conduct problems & and levels of emotional distress	Delinquency. Misinterpretation. Empathetic deficits.	

The conceptualized education program is aimed at helping refugees who have experienced any kind of sexual assault including and not limited to rape, adult sexual assault, child sexual assault, sexual molestation, incest, trafficking, stalking, sexual harassment, or unwanted touching to rebuild their lives and regain control of their future in their new home community at Charlottesville. This will help eliminate sexual violence and its impact by providing education, advocacy, and support to refugees.

**Guiding Principles:** Implementing Refugees Education Program Sexual Violence Primary Prevention Strategies

Guiding Principles	Illustrations
Prevention strategies that promote protective factors.	Successful preventive initiatives promote the creation of positive relationships among peers, and between youth and older role models who are interested in their well-being, parents and other family members, older siblings, carers, teachers, faith community representatives, youth-serving practitioners, coaches, etc.
Prevention strategies that strive to be comprehensive.	Programs should address multiple levels of the social ecology, while focusing on connected risk/protective factors across these levels. Within any given level of the social ecology, activities should take place in multiple settings, individual level - curriculums implemented at both school and church. Prevention strategies at different levels of the social ecology should be designed to complement each other, common set of risk/protective factors are addressed across the different levels of the social ecology and in multiple settings.
Develop prevention strategies that are concentrated, and can be sustained and expanded over time	Effective prevention programs emphasize high contact/exposure with participants within a concentrated time-frame. Research has shown that one-time programs focused on raising awareness rarely produce behavioral change. Effective prevention programs include strategies for reinforcing the key messages over time. These follow-up strategies should remain consistent with the original messages in their theme/ rationale, and can be accomplished

	through a variety of activities promoting the continued use of the information and skills.
Prevention strategies that use varied teaching methods to address multiple learning processes.	<p>Effective prevention programs use active/interactive approaches to engage multiple learning styles.</p> <p>Effective prevention programs depend on more than sharing information and discussion - strategies should facilitate the development and practice of skills.</p> <p>Effective prevention programs are based on the idea that each of us can be both a teacher and a learner. An effective facilitator views “learners” as active participants, enabling others to make sense of the information in a manner that is most relevant to them.</p>
Prevention programs based on purposeful, logical rationale.	Effective prevention programs are informed by our understanding of what increases or decreases the likelihood. These could be etiological theories or risk and protective factors. This will help ensure that all content and approaches are connected back to a common causal foundation.
	Effective prevention programs are informed by theories explaining how strategies will foster individual and environmental change (“change theory”).
Prevention strategies that are developmentally appropriate.	<p>Because attitudes, beliefs, and habits begin forming early in life, the opportunity to instill lessons about healthy relationships and healthy sexuality begins at birth. Effective prevention strategies impact developmental stages prior to the emergence of unhealthy behaviors.</p> <p>Effective prevention strategies impact early developmental stages by engaging young people directly, and by engaging adults of all ages to create environments promoting the development of healthy relationships and healthy sexuality.</p>
Prevention strategies in collaboration with diverse community members to include many	Effective prevention programs tailor their content and approach to be culturally appropriate and relevant to its participants. This

cultural beliefs, practices, and community norms.	<p>can only be effectively accomplished through the direct involvement of diverse community members/stakeholders in the planning of a program.</p> <p>Effective prevention programs demonstrate inclusion of diverse cultural beliefs, practices, and community norms, and may require an anti-oppression framework to be effective.</p>
Prevention strategies that include a systematic method to determine program effectiveness and promote continuous quality improvement,	<p>Effective prevention programs incorporate an evaluation strategy to provide important ongoing feedback to the planning and implementation processes.</p> <p>Effective prevention programs use the information gathered from ongoing evaluation activities to continually improve* the planning and implementation processes, making positive outcomes more likely.</p> <p>The evaluation plan for a prevention program should contain both process and outcome measures.</p>
Prevention strategies as an integral part of the agency mission to end sexual violence / intimate partner violence.	<p>Effective prevention programs are part of an organization's strategic plan.</p> <p>Effective prevention programs are given the financial and personnel resources needed to achieve the desired outcomes.</p> <p>Effective prevention programs are based on an agency-wide commitment to prevention in accordance with the aforementioned principles.</p>

## Monitoring and Evaluation

Behavior Change Communication Groups will act as binding factors as they will have a common activity. They will be meeting once a month and in such meetings they will be able to articulate issues concerning them, thus providing an effective feed-back mechanism. The aim of this project is to scale up experience and benefits from these projects by encouraging and enabling other organizations to take up similar work. Assuming a more facilitative role and gradually delegating the bulk of tried and tested activities already operating in those areas is more sustainable as it embeds project learning and experience into new organizations who will acquire the skills to continue independently.

This strategy has so far proved to be sustainable. At an individual level, the acquisition of skills and experience with which to ensure drastic reduction in incidences of sexual harassment of refugees is perhaps the most fundamental and sustainable impact of all, from which the confidence to challenge negative attitudes and discrimination, and engage in community institutions and activities is derived. Structures, personnel, learning and experience developed and acquired shall be used to enhance progress in the range of inputs including exchange visits, study tours, planning and review meetings. Similar strategies will be deployed for the benefit of individual refugees, groups and communities with twice the amount of resources to call upon, the scale, scope and potential of such activities are increased exponentially. Data collected from the field and used to write monthly and quarterly basis will be used to assess the project's progress towards achieving its goals. We will need to do project reviews, mid-term evaluation and end-term project evaluation to determine the impact of our interventions. Project evaluation will therefore be done as follows:

<b>Type of Evaluation</b>	<b>When</b>	<b>Who to be Involved</b>	<b>How to Collect Data</b>	<b>Report</b>
Reviews	Quarterly	Stakeholders Beneficiaries	Focused group Discussions	Progress and Review Report
Mid-Term Evaluation	3 <sup>rd</sup> Quarter	Stakeholders- Beneficiaries	Through Questionnaire Through PRA (Focus Group Discussion)	Mid-Term Evaluation Report
Final Evaluation	End of Phase I	External Evaluator	Through Questionnaire Through PRA (Focus Group Discussion)	Project Completion Report (PCR)

## Evaluative Criteria:

### *Cost Effectiveness*

The cost effectiveness depends on the intervention being considered. The cost effectiveness of this project shall be justified by examining both the costs and project outcomes of one or more interventions. This can also be achieved by comparing an intervention to another intervention (or the status quo) by estimating how much it costs to gain a unit of a project outcome, like a life year gained or cases of refugee's sexual assault prevented or by reduction of such incidences thus it will be of importance to implemented baseline project analysis and impact analysis.

### *Educational Impact*

Given that the aim is to create an educational program, it will be key that all proposed alternatives will be educationally impactful. I will measure this (potential) impact based on (1) clarity of message (does the curriculum convey necessary information in an accessible and digestible way); (2) endurance of the message (will the lessons learned stay with the student's long term rather than being ejected/forgotten soon after the lesson is given); (3) if the message leads a student to further development via their own research and/or the seeking out of further resources and lessons in their schools, communities, and/or online. (3b) if this further investigation is motivated by and leads to further understanding; i.e. that it is not merely pro-forma or otherwise motivated by an agenda.

### *Cultural Sensitivity*

In light of the target population, it is of paramount importance that whatever option is selected respects key cultural elements, lest more damage or distance be created than undone. Lines along which I would aim to show due respect include, but are not necessarily restricted to: religion, region, status quo exchange with/exposure to United States culture, and relevant traditions and nomos.

### *Trauma Sensitivity*

Many, if not all, of the persons who will be subject to these programs will have experienced trauma. It will be of paramount importance that any program both recognizes but does not marginalize the effects of said trauma. In this I mean both that the curricula does not ignore these past traumas, and that it does not try to tokenize them or otherwise pretend understanding of them in a way that fails to understand the gap in experience between most (if not all) potential lesson givers and most (if not all) lesson receivers. Such traumas include, but are not limited to: direct war violence, war violence within one's home country or community, sexual violence against the self, sexual violence against one's family, sexual violence within the family, and what is commonly called 'culture shock' from moving the U.S. from elsewhere, as is experienced by members of even our closest parallels (e.g. Canada and the U.K) and is much more deeply experienced by those from less similar communities.

### *Program Endurance*

Any given policy option should have some level of endurance over time, otherwise it becomes less and less useful to the point of uselessness. In light of this, it is my hope to create and suggest an option which can stand the test of time. To do so it is important that any option is not overly tailored to current conditions as such, and is not overly focused on refugees and displaced persons who are pushed here by current conflicts or temporary weather/environmental issues (i.e. a

given flood or hurricane). Moreover, it is key that any elected option should be able to adapt to cultural and regime changes both domestically and abroad.

### Policy Alternatives

#### (1) Maintain the status quo

At current client does have general violence and sexual assault prevention education for the age groups in question ('tweens' and 'teens'), it is just not bent at refugees/displaced persons in particular. Given the numerous cultural barriers, other sensitivity issues, and the wide variance among said population within the Charlottesville area, it may be prudent to not attempt to customize a lesson plan to this population.

- Low cost in both labor and dollars
- Low risk
- Low direct benefit to the target community
- Does not meet client wishes

#### (2) Develop a plan from scratch, delivered by CLIENT staff

By designing a lesson plan on our own, we can best avoid any accidental missteps which might come with trying to transplant a plan from elsewhere; Charlottesville is not like many, if any, other places, and these plans and this situation are precarious and complex. As such, self-design would be prudent. Delivery by CLIENT staff also ensures the lessons are delivered by trained, associated, persons and there is no time or labor cost from external coordination. However, CLIENT staff are clearly from outside the refugee/displaced persons community and so the message could be mistaken or ignored more easily than with other options.

- Low cost in labor and dollars if I design the curriculum
- Moderate direct benefit to the target community
- Moderate risk
- Meets client wishes

#### (3) Adapt a program based one of:

##### (a) Robert Wood Johnson Foundation "Intimate Partner Violence..." program

This option gives us the chance to benefit from work done, and we would be modeling off of a seemingly effective system which is focused on the refugees/displaced persons community in particular. However, the design is based on addressing violence within relationships of a romantic nature, and generally focuses more on adult relationships than 'tween'/'teen' ones. While there is certainly relevant aspects in the program such as violations of trust and coping with violence in a new land, adaptation to a younger age group and broader context might prove difficult which would increase time costs. That said, adaptation to an age group is



likely easier than adaptation to the refugees/displaced persons community. Moreover, it would require retraining of the CLIENT staff.

- High cost to labor, and potentially in terms of dollars to pay CLIENT employees for training time
- Unsure direct benefit to the target community
- Low risk *iff* adaptation is successful; success is reasonably likely
- Meets client wishes if adaptation is successful

(b) Frances McClelland Institute for Children, Youth, and Families anti-teen sexual violence via prevention education report and plan

This option also gives us the chance to benefit from work done, and we would be modeling off of a system which strikes me as thoughtful and thorough which is focused on the relevant age group and sort of violence in focus. Furthermore, this system seems better at face, and as is, than the Johnson Foundation's system. However, it not designed for the refugees/displaced persons community and so, like with option four, there is some risk and cost associated in adapting for such purposes. Moreover, it would require retraining of the CLIENT staff. Also, adaptation to the refugees/displaced persons community is likely more difficult than adaptation to an age group.

- (i) High cost to labor, and potentially in terms of dollars to pay CLIENT employees for training time
- (ii) Unsure direct benefit to the target community
- (iii) Low risk *iff* adaptation is successful; success is reasonably unlikely
- (iv) Meets client wishes if adaptation is successful

Develop a plan from scratch, delivered by refugee/displaced persons adults and leaders in the community

This cross applies all the assessment above regarding the advantages of a self-designed curriculum, but avoids the risks associated with CLIENT staff being the ones to deliver the message to the target population. However, there is a tradeoff in costs as it would take time to find the correct people, more still if they are to be trained, and might require paying them.

- High cost in labor even with me designing, and potentially in terms of dollars
- High direct benefit to the target community
- Low risk
- Meets client wishes

## Programme Logical Framework

<b>TITLE</b>	SEXUAL VIOLENCE PREVENTION EDUCATION PROGRAM FOR REFUGEES IN CHARLOTTESVILLE TARGETING TEENAGERS (AGE 11-17)
<b>PROGRAMME GOAL</b>	To Mitigate the incidences of sexual assault among refugees in Charlottesville.
<b>PROGRAMME PURPOSE</b>	To impart a positive change in sexual behavior practices.

<b>OBJECTIVES</b>	<b>OBJECTIVELY VERIFIABLE INDICATORS</b>	<b>MEANS OF VERIFICATION</b>	<b>ASSUMPTIONS</b>
Social Mobilization	Number of refugees reached by the mobilization campaigns Number of mobilization workshops held Number of Behavior Change Communication Groups(BCCG) formed BCCG Curriculum Number of refugee's education Support Groups formed Number of people attending large group events	Copies of Materials used in workshops Minutes to BCCG and Support group meetings BCCG and Support group membership registers Workshops attendance lists Workshops reports Copy of BCCG Curriculum Workshops attendance lists	Good reception by the refugees.

<b>OBJECTIVES</b>	<b>OBJECTIVELY VERIFIABLE INDICATORS</b>	<b>MEANS OF VERIFICATION</b>	<b>ASSUMPTIONS</b>
Capacity Building	Number of training workshops held. Number of IEC materials distributed. Number of areas where information on prevention of sexual assault can be readily accessed	Training attendance lists. Sample of Training Materials used. Sample IEC materials. Resource centers set up (refugee's library). Copy of Referral directory developed.	The refugee interested in the training workshops.
Skills Impartation	Number of educative booklets & programs delivered. Numbers of testimonials on change. Established trained champions.	undertaken on a continuous basis as a community initiative. Number of refugees champs emerging.	Refugees embracing the system.
Mitigating incidence of sexual harassment.	Number of training centers set up. Number of referral centers identified Number of persons reporting incidences and transformed	education clinics attendance logs Copy of Referral Directory developed Testimonies from the infected and affected persons	The refugees are willing to visit education clinics People are open enough to disclose their experiences status

## **Literature Review**

### ***Examples of Case Study on Effective Education Programs on Sexual Violence***

Expect Respect, a project of SafePlace in Austin, TX is an intensive, comprehensive dating violence prevention program. At the Individual Level, Expect Respect's 90-minute groups for at-risk boys and girls meet once per week for 24 weeks, and focuses on raising expectations and skills for healthy relationships, increasing safety and respect on school campuses, and supporting youth leadership in violence prevention. Follow-up activities throughout the rest of the school year include meetings about how the knowledge and skills are being used by the youth to develop violence prevention projects in the school.

At the Relationship Level, Expect Respect trains teens to become peer leaders. The "SafeTeens" youth leadership training helps students in 7th-12th grades learn how to take a stand against violence in interpersonal relationships. SafePlace's example of highly concentrated prevention efforts extends to its Community Level initiatives. It provides training and technical assistance to engage all members of the school community in teaching and supporting positive relationship behaviors, improving the school climate, and increasing student safety. Strategies include training on school policy concerning bullying, sexual harassment, and dating violence; assessing school climate; and engaging students and caring adults in school-wide prevention activities.

SafePlace implements these efforts on select school campuses through faculty/staff orientation, facilitator training for teachers and counselors who agree to conduct further activities (usually teachers connecting these lessons to their academic subject's areas), parent seminars, and assistance with campus specific awareness activities. The amount of contact with a school's faculty, staff, and parents is relatively high, considering the scheduling and time-commitment obstacles typically associated with engaging these groups. Faculty and staff receive an initial in-service training, followed by additional trainings for faculty and staff agreeing to impart Choose Respect messages via their daily interactions with the students. Parents receive training through PTA/PTO meetings, parent support staff in the schools, and identified "parent leader groups".

### ***The case scenario of The Refugee Education Support Program (RESP), Australia:***

Foundation House works in partnership with school communities to create the Refugee Education Support Program (RESP). RESP is a partnership between the Department of Education and Training (DET), the Centre for Multicultural Youth (CMY) and Foundation House (FH), who work in collaboration with the Catholic Education Commission Victoria (CECV) and Independent Schools Victoria (ISV). Each RESP is facilitated by a school support worker from Foundation House and a MY education project officer from the Centre for Multicultural Youth with support from the DET regional program officer, the CEM learning consultant and the ISV senior adviser. Each RESP is further supported by a regional operations group comprising the above personnel and other agency representatives as appropriate.

RESP aims to improve the educational outcomes of refugee and migrant young people through assisting schools and community organizations to better meet their needs. RESP provides holistic, whole-school and community support to strengthen the connections between student achievement (including home learning), school engagement and wellbeing, to assist schools to identify and develop strategies to support refugee students and their families or carers. RESP supports DET, CEM and ISV schools and wider community partners to increase their capacity in planning for and meeting the needs of refugee students. Schools participating in the RESP will be set up as a cluster. There are RESP clusters in both metropolitan Melbourne and regional Victoria. Each RESP cluster will operate for a period of two years and will consist of a mix of between 6 and 8 primary and secondary schools. Schools participating in the RESP appoint a refugee action team (RAT) of between 4–7 staff members to work within the cluster. Participating schools and local community agencies work together based on geographic proximity and/or the services having a meaningful relationship to students with a refugee-background from the schools. Team members from participating schools:

- a) Attend a whole-day SIFR workshop and a whole-day OSHLSP Consultation including an introduction to the refugee experience and consultation and partnership building to identify and respond to out-of-school-hours learning support needs for students from refugee backgrounds.
- b) Undertake a whole-school audit and review of current practices and policies to develop an action plan outlining specific strategies to provide increased support for students and families from refugee backgrounds.
- c) Revise the action plan throughout the two-year process to ascertain future directions for the school in relation to supporting students and families from refugee backgrounds.
- d) Schedule a whole-staff professional learning workshop at their school: Introduction to the refugee experience.

### ***Survey of Alike Programs***

- *A Pilot Study of a Teen Dating Violence Prevention Program With Karen Refugees*
  - <https://journals.sagepub.com/doi/10.1177/1077801218804091>
- Frances McClelland Institute for Children, Youth, and Families
- Kinship Navigator Programs

Rather than putting a child through the foster system, an orphanage, or homelessness, it is often best to keep the child in the family, with their 'kin.' Currently some 2.5 *million* children are being cared for by family, having been placed with them via the welfare system or private arrangements (e.g. a will). Though noble and necessary, these caregivers' efforts receive little, if any, financial support, and the programs which help make these pairings and arrangements are similarly underfunded and under supported. These programs, called 'Kinship Navigator Programs,' provide these caregivers with information, training, and connections to a wide range of services and support thanks to funding secured by the Family First Prevention Services Act of 2018

What funding there is comes from the Family First Prevention Services Act of 2018. To qualify a program must

- Be coordinated with other state or local agencies that promote service coordination or provide information and referral services
- Be planned and operated in consultation with kinship caregivers and organizations representing them, youth raised by kinship caregivers, relevant government agencies, and relevant community-based or faith-based organizations
- Establish information and referral systems that link (via toll-free access) kinship caregivers, kinship support group facilitators, and kinship service providers to important points of contact (e.g. each other, training facilitators, and legal services)
- Provide outreach to kinship care families, including by establishing, distributing, and updating a kinship care website, or other relevant guides or outreach materials
- Promote partnerships between public and private agencies, including schools, community-based or faith-based organizations, and relevant government agencies, to increase their knowledge of the needs of kinship care families to promote better services for those families
- Must be found (via 'evidence based' analysis) to support positive outcomes in the children's safety and well-being, as well as supporting permanent placement.

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<https://www.wcsap.org/advocacy/culturally-specific/immigrant-refugee>

## **IMMIGRANTS, REFUGEES AND ASYLUM SEEKERS**

### **Advocacy Considerations**

It is important to understand that immigration in the United States dates back longer than the current immigration discussions that we currently see on the news, or read about on social media. Often Immigrants and Refugees are compartmentalized in being labeled one in the same. Here is a quick breakdown:

### **Refugee**

a refugee is a person who has been forced to relocate to a foreign country due to political turmoil, religious persecution, an outbreak of war and or fleeing a natural disaster.

### **Immigrant**

an immigrant is a person who most often chooses willingly to migrate and start life over in a foreign country.

### **Asylum Seeker**

an asylum seeker is a person who has had to flee their country as a political refugee, in hopes for granted asylum in another country.

The impact of anti-immigrant sentiment nationally is growing. White House directives to Immigration and Customs Enforcement (ICE), as well as the detention and separation of asylum-seeking migrants has had a chilling effect on immigrant survivors of sexual violence. This is a time when many communities are understandably concerned about their overall well-being and status in our nation. Adjustments to outreach and advocacy approaches are necessary and need to focus on trust-building in communities. It is not a reasonable expectation that immigrant survivors will call or walk-in to the office or courthouses without strident efforts on the part of the sexual assault services agency.

### **Barriers to help-seeking and/or reporting are multi-faceted and compounding.**

- Victims may not want their offender to be deported for many reasons including dangers to the offender in their home country, fear of retaliation from their offender's family, backlash from shared community, fear that family in their home country could be targeted by offender once deported, or offender is family member or partner.
- Sexual assault resources may not have been available in their countries of origin, so victims simply do not know they exist.



- The actual or perceived lack of linguistically and culturally accessible sexual assault services in their area.
- Fear of deportation or uncertainty about immigration status.
- Lived experiences. Immigrant communities may have fear of police or government agencies that are based in their lived experiences with authorities in their country of origin, anti-immigrant rhetoric and abuse in the U.S., and word-of-mouth experiences from others in their community.

Some immigrant survivors' experiences of sexual assault may predate their entry into the US (having been victimized during war or during border crossing, for example). The experience of immigration tends to increase vulnerability to recurring sexual assault, as immigrants are generally more isolated and may be actively targeted by aggressors who see them as socially and legally vulnerable.

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## **Violence Against Women Act (VAWA)**

VAWA includes protections for immigrants and refugees who are victims of sexual assault, domestic violence, trafficking, and other crimes.

In 1994, VAWA "self-petitioning" was created to assist those victims married to U.S. citizen or lawful permanent resident abusive spouses, who use their control over the victims' immigration status as a tool of abuse (either failing to petition for them leaving victims without legal status or threatening to withdraw it).

In 2000, the U visa was created as a law enforcement tool, to encourage victims to come out of the shadows to report crimes to law enforcement and to protect victims who cooperate with law enforcement in the investigation or prosecution of relevant crimes. To be eligible for a U visa, victims must obtain law enforcement certification demonstrating that they have assisted in a criminal investigation or prosecution. Likewise, the T visa was created to help victims of human trafficking and to gain their help in turn with investigations and prosecutions of traffickers.

In 2005, the "International Marriage Broker Regulation Act" was enacted to regulate the "mail-order bride" industry and make changes to the process by which Americans petition to sponsor visas for foreign fiancé(e)s and spouses to protect against abuse and exploitation.

## WORKPLAN

ACTIVITY	MONTHS							
	1	2	3	4	5	6	7	8
Baseline Survey	X							
Development of education tools			X	X	X	X		
Hold Peer Educator Workshops		X	X	X				
Launching						X		
Forming of BCC Clubs					X	X	X	
Provision of Resources to Clubs							X	X
Impact Survey							X	X
Results Analysis & Reporting								X

