



RAINBOW COALITION SPONSORSHIP TRAINING MODULE 1

FOUNDATIONS IN LGBTQI+ REFUGEE SPONSORSHIP

FACILITATION GUIDE

**PREPARED FOR THE RAINBOW COALITION
BY CHANELLE TYE
MARCH 2023**

This guide is to support the delivery of a two-hour sponsorship group training session. It presumes that facilitation is given in person and is led by one or more seasoned sponsorship group mentors. Activities, polls, pre-work, next steps, small group discussions, and individual reflections have been built into this session with the intent of creating a successful learning environment for many types of learners. Review this guide in the days or weeks before presenting the session.

CUSTOMIZE OR USE AS IS

The following speaking notes were created to support the Google Slides presentation for this module. The Google Slides presentation is completely customizable and can accommodate any changes you or your Constituent Group may wish to make.

Approach the talking points and sample script as suggestions, rooted in years of anti-oppression research. Feel free to augment, adjust, and adapt content and timing for your audience.

Sample scripts are provided in *italics*. Talking points are in regular font format.

SUGGESTED PRE-SESSION COMMUNICATION

In communication with sponsorship groups prior to the workshop, offer information about the session including date, time, location. Include any participant handouts in the pre-session communication for those who like to be in the know. Invite participants to bring a notebook to take notes should they desire.

MATERIALS & TECHNOLOGY

Provide hard copies of all participant handouts as well as pens or pencils. You may also choose to use chart paper and markers, a whiteboard, or a jamboard.

You'll also need a projector, laptop with WiFi, and A/V equipment if you'll be using a microphone (suggested for groups over 20 people).

NB: You will need your organization's documentation for assigning roles.

Topic & Time	Notes	Materials
Welcome mins	Opening remarks: <ul style="list-style-type: none"> • words of gratitude for participants, organizers • Housekeeping (bathrooms, participant handouts, writing implements, fire exits) • layout of engagement expectations (e.g. raise hand or wait for questions, etc.) 	Title slide (Slide 1)
Audience check mins	<ul style="list-style-type: none"> • introduction of the topic: foundational training for sponsorship group members 	Who's this For? (Slide 2)
Learning Objectives mins	Tell participants: <p><i>By the end of this session, we hope that you'll be more aware of the high level of responsibilities involved in being a part of a sponsorship group, including financial, practical, ethical, social, and emotional obligations and expectations.</i></p> <p><i>We also hope you'll better understand the challenges LGBTQI+ refugees face as a result of their experiences of SOGIESC persecution.</i></p>	On the Agenda (Slide 3)
Territorial Acknowledgement 10 mins	Acknowledge the territories you are on using proper Indigenous protocol (names of Nations and governing treaties, if applicable). Be as honest as you can about how you benefit from settler colonialism (if you are a settler)	Land Acknowledgement (Slide 4)

	<p>or are harmed by it (if you are indigenous to the land).</p> <p>Tell participants:</p> <p><i>As sponsors, we come to this work often with good and valiant intentions to offer safe haven to refugees who have been persecuted elsewhere because of their LGBTQI+ status. However, we must first honour and recognize those to whom this land has been entrusted. This is the land of the [insert names of Indigenous nations here]. As many of us are settlers here, we would do well to remember the tension that we hold in welcoming queer refugees to a land that is not rightfully ours, using a colonial (Canadian) governmental immigration system.</i></p> <p><i>Doing the work of refugee sponsorship support is tricky on occupied, unsundered lands. This is especially true for those of us who are settlers and Canadian citizens given the violence the government represents to Indigenous sovereignty and connections to Land, culture, and community. This is why this session is important and necessary.</i></p>	
<p>Group Introductions</p> <p>mins</p>	<p>Introduction to facilitators using:</p> <ul style="list-style-type: none"> ● your name & pronouns ● the social groups to which you belong (e.g. race, gender, sex, class, etc.) ● how you would place yourself on the land as a settler or Indigenous person: where you were born, where your ancestors come from, share specific examples of your 	<p>Introductions (Slide 5)</p>

	<p>commitment to decolonization</p> <p>Invite participants to share about themselves using the prompts on the slide.</p>	
<p>Refugee Support Map</p> <p>minutes</p>	<p>Explain that there are many agencies, institutions, and organizations that support refugees. This graphic helps us understand where we fit in the refugee sponsorship plan.</p> <p><i>Immigration, Refugees and Citizenship Canada</i> facilitates the arrival of immigrants, provides protection to refugees, and offers programming to help newcomers settle in Canada.</p> <p><i>United Nations High Commissioner for Refugees (UNHCR)</i> is a humanitarian and non-political organization mandated to lead and coordinate international action for the world-wide protection of refugees and the resolution of refugee problems. UNHCR’s primary purpose is to safeguard the rights and well-being of refugees and stateless persons. The UNHCR also monitors Canada, to ensure we respect the rights of refugees.</p> <p><i>Sponsorship Agreement Holder (SAH)</i> can be a local, regional or national organization, responsible for managing the sponsorships under its agreement with the IRCC.</p> <p><i>A SAH can also work with other groups in the community to sponsor refugees under their agreement. In doing so, you remain responsible for the emotional</i></p>	<p>Refugee Supports (Slide 6)</p>

	<p><i>and financial support provided to the refugee(s). These groups are known as "Constituent Groups".</i></p> <p>[Tell participants if the organization they are working with is a SAH or a CG].</p> <p>Sponsorship Group - <i>This is you! You support a refugee in their application and settlement in Canada.</i></p> <p>Mentor - <i>This is me! A person who has been a member of a sponsorship group and who assists a new group through the sponsorship process.</i></p>	
<p>Select Sponsorship Group Responsibilities Small Group Activity</p> <p>minutes</p>	<p>Tell participants:</p> <p><i>You have a lot of responsibilities as a sponsorship group and here are just some of them.</i></p> <p><i>In small groups of two or three, group these select responsibilities into before and after arrival depending on when you'll have to complete these tasks.</i></p>	<p>Your Responsibilities (Slide 7)</p> <p>Responsibilities participant handout</p>
<p>Responsibilities Answers</p> <p>minutes</p>	<p>Go through the answers with participants. Allow time for clarification, questions, and answers, if need be.</p> <p>Please note: Acting in accordance with the code of ethics starts before arrival and continues throughout the entire time a sponsorship group is supporting a refugee</p>	<p>Your Responsibilities (Slide 8)</p>
<p>Context setting and grounding</p> <p>minutes</p>	<p>Remind sponsorship group members that just as there is no single story of who chooses to join a sponsorship group, there is no single story of</p>	<p>Who You Are (Slide 9)</p>

	LGBTQI+ refugees.	
Oppression & Discrimination minutes	<p>Tell participants:</p> <p><i>Even if there isn't a single story of the queer refugee experience, we can bet on two things: queer people who are seeking refuge, have faced oppression and discrimination because of their sexual orientation, gender identity, and/or sex characteristics and that is why they are leaving their home country.</i></p> <p><i>Oppression is about being mistreated by systems or institutions (like governments, healthcare and education). An example of oppression is if being queer is illegal or criminally punishable or if queer people are not afforded the same rights as non-queer people (marriage, job security, hospital visiting rights, the right to move freely).</i></p> <p><i>Discrimination is about interpersonal mistreatment based on unfair beliefs about a group of people. If someone refuses to sit next to a queer person on a bus, that's an example of discrimination. If a person or a group of people threaten your life because you are trans or intersex, that's an example of discrimination.</i></p>	Oppression & Discrimination (Slide 10)
Wheel of Power minutes	<p>Tell participants:</p> <p><i>Let's take a look at this colourful pizza.</i></p> <p><i>Along the outside edge, you'll notice a number of -isms and phobias. These are forms of oppression and discrimination. Many of us will be subjected to at least one form of discrimination or</i></p>	Forces at Play (Slide 11) Wheel of Power participant handout

	<p><i>oppression.</i></p> <p><i>The dark grey crust of the pizza are identity categories. Each slice represents a category.</i></p> <p><i>You'll notice that there are also layers or levels to each slice and the words "marginalized" and "power."</i></p> <p><i>This wheel or pizza is within a Canadian context. You'll notice that people with identities closer to the centre of the pizza have more access to power, influence, and decision-making within the Canadian context. And those farther from the centre, on the other side of the delineation for "marginalized," are socially granted less power, fewer privileges, and less influence or decision-making.</i></p> <p><i>You can probably easily spot your identities or perceived identities on this wheel.</i></p> <p><i>Now, please know that no one in attendance created these societal Canadian norms; no one is blaming you or anyone else if they find themselves closer to power in a given category. No one is assuming that those who are marginalized by our institutions and systems are inherently less worthy. But these are the unspoken (and sometimes spoken) rules of the land.</i></p> <p><i>Refugees aren't in a Canadian context, so the colourful wheel that they will have to contend with is different from ours, but it may also overlap quite a bit.</i></p>	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Intersectionality minutes</p>	<p>Read the words on the slide:</p> <p><i>“Intersectionality is basically a lens, a prism, for seeing the way in which various forms of inequality often operate together and exacerbate each other and are often greater than the sum of their parts.”</i></p> <p><i>Taking a look at the wheel or pizza, we can understand ourselves and the refugees that we support as complex beings, dealing with complex realities. When we serve refugees, we must remember to view their experiences as unique and influenced by many factors.</i></p>	<p>Intersectionality (Slide 12)</p>
<p>Starting to see the complexity of refugee experiences minutes</p>	<p>Refer to the wheel of power</p> <p><i>Intersectional understandings of refugee experiences help us understand that, for example, a cis gay man who is working class and disabled will have a different experience of oppression, discrimination, and the journey to safety than, say, a lesbian trans woman who is able-bodied and middle class.</i></p> <p><i>Using the power wheel, what oppressions or discriminations might the refugees in the first example both face? What might one face that the other doesn't?</i></p> <p>[You may choose to record the answers on a white board.]</p> <p>Both</p> <ul style="list-style-type: none"> ● homophobia ● queerphobia ● heterosexism 	<p>Forces at Play II (Slide 13)</p>

	<ul style="list-style-type: none"> ● Racism, ageism, etc. ● <p>Cis gay man</p> <ul style="list-style-type: none"> ● classism ● Ableism <p>Trans woman</p> <ul style="list-style-type: none"> ● sexism ● transphobia 	
<p>The Journey to Canada</p> <p>minutes</p>	<p>Explain that there are lots of opportunities for oppression, discrimination, trauma and resilience throughout a refugee’s journey to Canada.</p> <p>Give participants a few minutes to examine the Journey Map handout and invite them to take a mental note of where they see examples of possible discrimination, oppression, trauma, and resilience.</p>	<p>Journey Map (Slide 14)</p> <p>Participant handout: Journey Map</p>
<p>Scenarios</p> <p>minutes</p>	<p>Introduce the two scenarios in the Tale of Two Refugees handout.</p> <p>Invite participants, in groups of four or fewer, to choose one scenario (or assign scenarios to save time). Have them refer to the Journey Map handout as they discuss their scenario. Ask them to focus where in the journey to Canada the refugee in their scenario may come up against obstacles and explain what those obstacles may be. And what sources of strength and resilience they may have.</p> <p>You may use a whiteboard, chart paper, jamboard or other tool so</p>	<p>A Tale of Two Refugees (Slide 15)</p> <p>Participant handout: Journey Map and Scenarios</p>

	<p>participants can display their answers to the questions. You can also ask participants to take notes so they share their answers orally if time doesn't allow for displaying responses.</p> <p><u>This small group activity requires at least 15 minutes of discussion time.</u></p>	
Debrief Scenarios minutes	<p>Answers will vary. Be sure to highlight the resilience and agency of refugees despite the difficulties they face.</p> <p>Some things you may also want to mention that are not in the scenario are the urban/rural divide, digital literacy, and English language proficiency.</p>	Participant handout: Journey Map
Q&A minutes	<p>We're almost done this session. Before we move on, are there any burning questions that remain?</p>	Questions and Answers (Slide 16)
Assigning roles minutes	<p>Use your organization's material for explaining and assigning roles. This is also something that can be done online, so if time doesn't allow, send an email with the roles and ask sponsorship group members to volunteer for the role(s) they are most interested in.</p> <p><i>One last thing before we wrap up. Refer to your Roles handout and we'll divide the tasks among ourselves. Think about (or share) what you are good at (finances, cultural insider, social)</i></p>	Assigning Roles (Slide 17) Your organization's Roles document
One Word, Big Bird minutes	<p>Extend an invitation to share <u>one thing</u> that encapsulates participants' experience of your time together. Invite them to share what they learned/stood out for them with</p>	Thanks! (Slide 18)

	another person to keep the conversation/learning going.	
Goodbye and See You Next Time	Offer a final thank you and an invitation/reminder to future sessions. Remember to add the date, time, and location for the next session in your preparation for this session.	Closing slide (Slide 19)



RAINBOW COALITION SPONSORSHIP TRAINING MODULE 1

FOUNDATIONS IN LGBTQI+ REFUGEE SPONSORSHIP

PARTICIPANT HANDOUTS

**PREPARED FOR THE RAINBOW COALITION
BY CHANELLE TYE**

LAST UPDATE: MARCH 2023

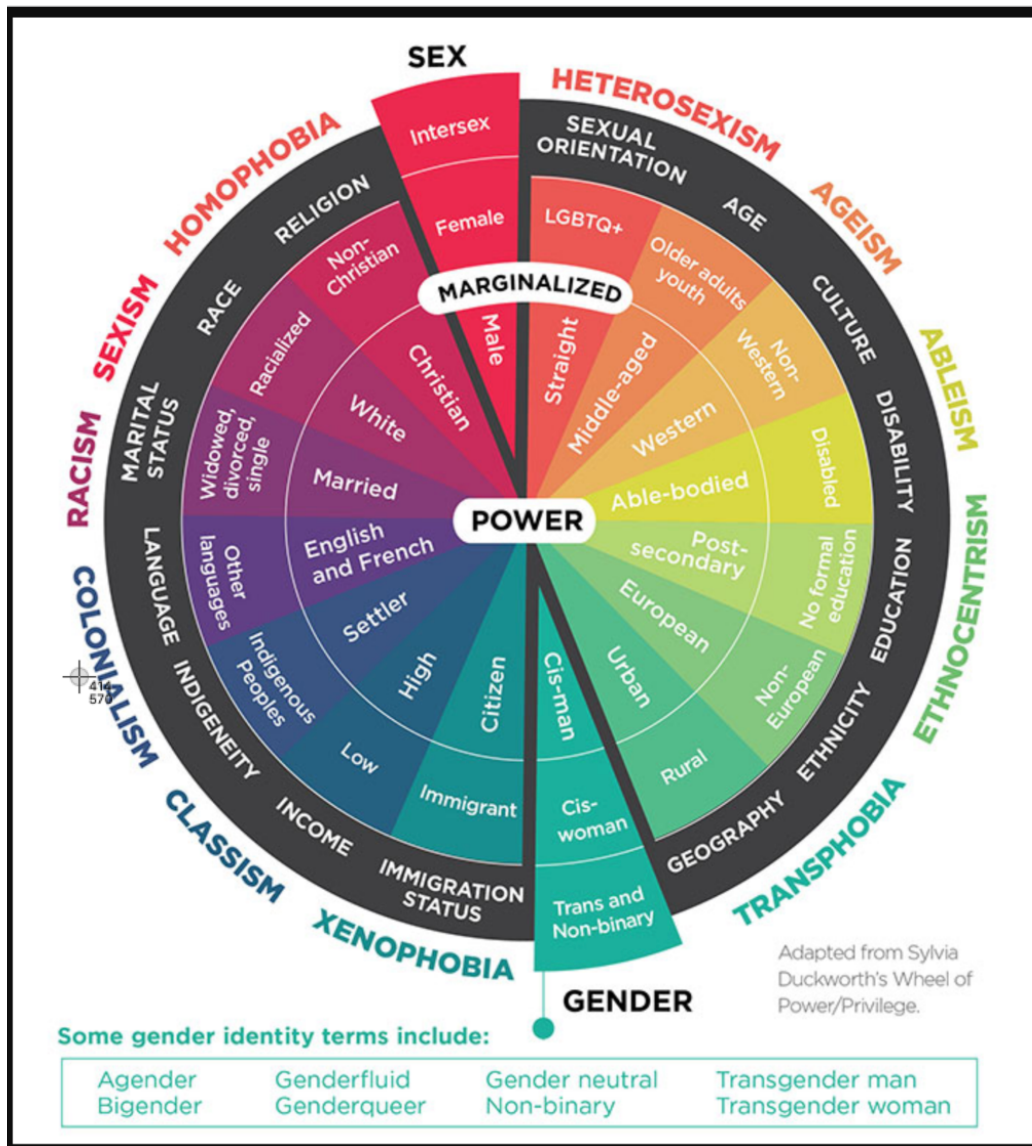
YOUR RESPONSIBILITIES

GROUP THESE RESPONSIBILITIES INTO **BEFORE** AND **AFTER** ARRIVAL

When do we do what? Write "B" for before a refugee arrives and "A" for after arrival. We'll check our answers at the end.

- raise required funds
- help connect with cultural community
- prepare refugee for interview
- act in accordance with the sponsorship code of ethics
- meet refugee at the airport, welcome to the community
- find suitable housing
- help with paperwork to set up ID and healthcare
- support in registering children for school or daycare
- support refugee applicants to ensure that the sponsorship process has no delays or complications
- provide orientation to Canada and their new neighbourhood

WHEEL OF POWER



Intersectional understandings of refugee experiences help us understand that, for example, a cis gay man who is working class and disabled will have a different experience of oppression, discrimination, and the journey to safety than, say, a lesbian trans woman who is able-bodied and middle class.

Using the power wheel, what oppressions or discriminations might the refugees in the first example both face? What might one face that the other doesn't?

LGBTQ2 Refugee Resettlement Journey Map – Private Sponsorship



What: The Journey Map represents the resettlement journey of three LGBTQ2 refugees; a gay man, a lesbian woman and a transgender woman. It documents their journey from leaving their country of origin to their final arrival and settlement in Canada.

Why: The document is the outcome of an exercise with civil society stakeholders aiming to highlight barriers to resettlement specific to LGBTQ2 refugees and identify ways to address them.

▶ What are they doing?

- ▶ Escaping and evading targeted violence and capture
- ▶ Obtaining ID, visas and funds for travel
- ▶ Collecting personal items

- ▶ Finding safety
- ▶ Registering asylum claim with United Nations Refugee Agency
- ▶ Finding work or funds for survival needs
- ▶ Searching for information and contacts

- ▶ Collecting ID
- ▶ Preparing to retell their story and relive trauma
- ▶ Finding information on what to expect before attending interview and screening

- ▶ Attending pre-departure workshops
- ▶ Establishing communication with sponsorship group
- ▶ Obtaining exit visas

- ▶ Meeting sponsors for first time
- ▶ Meeting basic needs
- ▶ Consolidating financial resources
- ▶ Getting information on available programs/services

- ▶ Finding affordable, safe housing
- ▶ Identifying medical care
- ▶ Connecting with Canadian LGBTQ2 community
- ▶ Creating new social networks
- ▶ Finding work

▶ Barrier/Gaps

- ▶ **Isolation and threats** to personal safety
- ▶ **Police persecution**
- ▶ Limited help to leave
- ▶ Seeking help entails risk of exposure
- ▶ Access to Internet limited, censored, public and **unsafe**
- ▶ Inability to leave country of origin, due to gender, age, exit permissions, gender incongruent ID
- ▶ Children cannot leave without father's consent
- ▶ Females cannot leave without a male guardian's consent
- ▶ Screening at road checkpoints and border is highly risky
- ▶ Exit permissions impact transpeople documented female

- ▶ **Invisibility** of information about migration pathways for LGBTQ2 refugees
- ▶ Acute **personal safety** concerns and challenges safely accessing housing, work, Internet and system navigation
- ▶ Combined risk of arrest, police extortion as SOGIE and deportation as refugee
- ▶ Lack of **mental health** support
- ▶ **Disclosure** required to get information
- ▶ Family reunifications may not recognize unmarried partner or married wife
- ▶ Labour market exclusions against both SOGIE and refugees

- ▶ **Distrust** of migration officers, translators and doctors, who may be trans/homophobic
- ▶ No safety after interviews, no reassurance that risking disclosure will be worthwhile
- ▶ Lack of information about medical screening process and purpose
- ▶ Lack of counselling if medical exam reveals **HIV**
- ▶ Difficulty obtaining documents for children without father's consent
- ▶ Doctors' lack of experience with trans individuals

- ▶ **Discrimination** and threats from locally engaged officials
- ▶ **Danger** in government buildings and at road checks
- ▶ **Prejudice** from authorities granting exit visas
- ▶ Limited LGBTQ2 resources at **International Organization for Migration (IOM)**
- ▶ Legal and financial barriers
- ▶ Risky travelling with gender-diverse clothing or unaligned ID

- ▶ Reception centres **hostile** to and unprepared for LGBTQ2 refugees
- ▶ **Homophobic and transphobic** newcomers in reception centres
- ▶ Discomfort disclosing SOGIE to interpreters from same cultural community/faith

- ▶ Shared accommodation with **trans/homophobic** individuals
- ▶ **Hostile** language classes
- ▶ Lack of **mental health** support
- ▶ **Few** LGBTQ2-positive settlement spaces
- ▶ Housing is expensive for singles and sharing is challenging for trans cases
- ▶ **Psychological impacts** of persecution interfering with relationship building
- ▶ Restrictive family reunification rules
- ▶ Settlement reporting boxes work only for heterosexual and cisgender people
- ▶ Settlement orientations are cis/heteronormative
- ▶ Threats from country of origin continue online and extend into Canada
- ▶ Concerns for family safety and honour
- ▶ Impacts on siblings marriage/futures
- ▶ For transgender, ID cannot be changed to match gender for 12 months

▶ Proposed Opportunity to overcome the barrier within IRCC mandate

- ▶ Develop network of safe houses
- ▶ Provide information on country of asylum conditions and resources for LGBTQ2 refugees

- ▶ Outreach on opportunities to partner on protection and resettlement and instances where referrals are considered
- ▶ Make referrals to safe houses, mental health support and non-governmental organization
- ▶ **Simplify application process, especially in emergency situations**
- ▶ **Use safe word to ID LGBTQ2 individuals**

- ▶ **Develop SOGIE training for all individuals involved in resettlement (Government of Canada and others)**
- ▶ **Train staff on intercultural SOGIE assessment so that they can better assess information relevant to sponsorship matches**
- ▶ **Make non-discrimination and respect policies visible**

- ▶ **Ensure SOGIE training for all individuals who work in resettlement**
- ▶ **Facilitate exit permits better**
- ▶ **Develop transgender-friendly travel guides from IOM**

- ▶ **Provide LGBTQ2-supportive housing options**
- ▶ **Ensure SOGIE training for settlement organizations**
- ▶ **Service provider organizations recruit and train LGBTQ2-friendly interpreters**



- ▶ Establish affordable and safe housing
- ▶ **Enable LGBTQ2 friendly language learning opportunities**
- ▶ **Provide culturally appropriate and LGBTQ2-friendly community-based mental health support**
- ▶ **Include information about LGBTQ2 street safety, housing safety and rights, job search strategies and employment rights, healthcare, gender care, sexual health and relationships during orientation.**

7 key recommendations

- 1 **Implement SOGIE safety and responsiveness as a system wide standard for resettlement.**
- 2 **Cooperate with civil society organizations to facilitate the protection and settlement of LGBTQ2 refugees.**
- 3 **Provide mental health support across the resettlement continuum that is sensitive to the intersectional trauma that LGBTQ2 refugees experience.**
- 4 **Ensure the full implementation and visibility of Immigration, Refugee and Citizenship Canada (IRCC) policies on non-discrimination and confidentiality.**
- 5 **Incorporate elements of the Rainbow Refugee Assistance Pilot into permanent programming.**
- 6 **Develop a crisis response plan for LGBTQ2 refugees and Internally Displaced Persons.**
- 7 **Collaborate with civil society organizations to reduce barriers to resettlement and ensure comprehensive resettlement ID and destining for LGBTQ2 refugees.**

*SOGIE: sexual orientation, gender identity, and gender expression
 *LGBTQ2: lesbian, gay, bisexual, transgender, queer, two spirit

A TALE OF TWO REFUGEES

MYRIAM	VICTOR
 <ul style="list-style-type: none"> • trans woman • religious majority • single • hostile government • middle class • mostly closeted • family rejection 	<ul style="list-style-type: none"> • cis gay man • racial minority • partnered • hostile culture • middle class • known activist • strong community 

In small groups, choose one refugee story. Refer to the Journey Map and Wheel of Power handouts as you discuss the identity of the refugee you have chosen. In your discussion, focus where in the journey to Canada the refugee may come up against obstacles because of their identity, and explain what those obstacles may be. And what sources of strength and resilience they may have. You will share your answers with the larger group, so be sure to take notes.

Refugee: Myriam Victor

NOTES
