



Training Package Facilitation Guide

September 2021

Sexual Orientation, Gender Identity, Gender Expression and Sex Characteristics (SOGIESC)
in Forced Displacement and Migration



CONTACT INFORMATION

IOM: Global LGBTIQ+ / SOGIESC Focal Point LGBTIFocalPoint@iom.int

UNHCR: Community-Based Protection, Division of International Protection hqts00@unhcr.org



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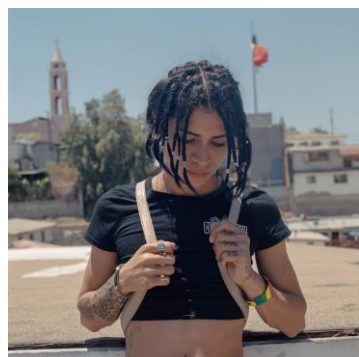
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WELCOME

Introduction Note



Migrants, asylum-seekers, refugees, and stateless and internally displaced people – or people on the move – who have diverse sexual orientations, gender identities, gender expressions and sex characteristics (SOGIESC) face a complex array of challenges and threats in their countries of origin, migration and asylum, including discrimination, prejudice, violence and difficulty accessing assistance. Efforts to improve the protection of people with diverse SOGIESC are gaining increasing attention and support from States and the broader humanitarian and human rights community.

At UNHCR, such efforts have included expert global capacity assessment surveys and consultations with staff, operational partners and lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+) people of concern, as well as the development of guidelines, strategic messaging from UNHCR senior leadership, and mainstreaming LGBTIQ+ issues in mandatory learning programmes. At IOM, such efforts have included training programmes, safe space campaigns and the inclusion of SOGIESC considerations in a wide range of projects assisting vulnerable migrants. UNHCR and IOM are committed to protecting the rights of people with diverse SOGIESC and intend to continue generating buy-in and building capacity.

Despite significant activity, discrimination against people with diverse SOGIESC is still endemic. Their protection needs often go unmet. A serious gap remains regarding the specific vulnerabilities of people with diverse SOGIESC in countries of origin, transit, migration and asylum. Furthermore, not all personnel are conscious of their own preconceptions or discriminatory attitudes about sexual orientation, gender identity, gender expression and bodily diversity. Therefore, quality training is essential for everyone involved in protection or delivering assistance.

UNHCR and IOM have jointly developed this comprehensive training package on the protection of people with diverse SOGIESC for personnel as well as the broader humanitarian community. The training's modules cover a wide variety of topics, including terminology, international law, communication, protection, assisted voluntary return and reintegration (AVRR) and Refugee Status Determination (RSD), all with a focus on practical guidance for UNHCR and IOM offices and partner organizations. We welcome you to the training, and hope it enriches and informs your work.

Intended Outcomes of the Training

- Assist personnel in facilitating effective and respectful interactions and interviews with people with diverse SOGIESC, and eliciting relevant information in an effective way that preserves dignity and humanity, by: encouraging the use of respectful terminology; discussing the unique protection challenges people with diverse SOGIESC face; identifying appropriate prevention, mitigation and response actions to address challenges; reviewing potential scenarios specific to people with diverse SOGIESC in a variety of locations; and encouraging personnel to conduct local situational analysis of LGBTIQ+ protection principles as set forth by UNHCR and IOM.
- Identify problematic assumptions that may impact the provision of effective assistance.
- Ensure that personnel across functions have the necessary knowledge and competencies to assess the international protection needs of people with diverse SOGIESC in accordance with international standards.

Anticipated Long-term Impacts of the Training

- UNHCR, IOM and partner offices are rendered safe and welcoming spaces for people with diverse SOGIESC.
- Learners are aware of the rationale and responsibility to protect people with diverse SOGIESC, including those fleeing persecution on the basis of their SOGIESC and those in countries of asylum and migration.
- Learners are sensitized to the specific issues related to the protection of people with diverse SOGIESC and are able to identify and address them in partnership with those individuals.
- Learners acquire tools to assess and implement targeted interventions with people with diverse SOGIESC, including assessing LGBTIQ+ claims in accordance with UNHCR's policies and guidelines and collaborating effectively with LGBTIQ+ support and advocacy actors.

TRAINING OVERVIEW

About This Training Package

Who Is This Training Package For?

This training package is for a wide range of practitioners engaged in the fields of migration and humanitarian response. The primary audience is personnel of the United Nations High Commissioner for Refugees (UNHCR), the International Organization for Migration (IOM) and their partner organizations, but many other organizations and entities, including Governments, non-governmental organizations, community-based organizations, educational institutions and volunteer agencies, may find content from this package useful.

In particular, Foundation Topics has wide application to a variety of contexts, as it teaches basic skills in critical areas such as terminology, communication and safe spaces. It also serves as a platform for advanced learning on more specialized topics specific to an organization's area of service.

This training package is for all personnel of an organization. Organizations interact with people with diverse SOGIESC in all of their programmes and locations, whether they know the individuals have a diverse SOGIESC or not, and an individual could potentially disclose their diverse SOGIESC to any member of staff at any time. Every organization also has personnel with diverse SOGIESC, and respectful workplaces with supportive organizational cultures are critical to fostering a diverse and dynamic workforce. Thus, everyone can benefit from training.

UNHCR and IOM have jointly developed this comprehensive training package on the protection of people with diverse SOGIESC for personnel as well as the broader humanitarian community. The training's modules cover a wide variety of topics, including terminology, international law, communication, protection, assisted voluntary return and reintegration (AVRR) and Refugee Status Determination (RSD), all with a focus on practical guidance for UNHCR and IOM offices and partner organizations. We welcome you to the training, and hope it enriches and informs your work.

Who Should Facilitate This Training Package?

Individuals facilitating this training package should have competency in training as well as deep knowledge of SOGIESC issues. This topic is new to many learners and is considered sensitive or taboo in many areas of the world. Without knowledge or expertise in SOGIESC issues or cultural competency in working with people with diverse SOGIESC, it may be difficult to answer questions from learners or speak with comfort and confidence about gender and sexuality. Harm can be caused by incorrectly educating personnel or reinforcing damaging ideas, biases and stereotypes.

It is always recommended that, where possible, you work with a local organization to ensure the content of your training session addresses issues and needs at the local level, teaches context-specific terminology (in addition the main terms which learners will need to understand to read and enact organizational guidance), conveys the human rights challenges and issues in that location, and ensures that learners are hearing the voices of affected communities directly from those individuals.

If you are interested in facilitating this training package but have limited knowledge about SOGIESC issues and populations, start by reading the documents in the Continued Learning sections of the Workbooks and

speaking to other persons who have facilitated SOGIESC training sessions. You may wish to facilitate a training session in tandem with someone or as a group. Facilitating with a group is ideal because everyone has a limited amount of material to learn for the training session and can learn it in depth. You may find it useful to appoint a lead Facilitator who has SOGIESC expertise and ensure they are present during the entire training session to answer questions.

What Approach Does This Training Take?

The approach of this training is integral to its success. Within every training session, there are a wide variety of cultural, social and religious backgrounds and a wide variety of opinions about these topics. Learners may be anxious that their beliefs are going to be challenged or that their opinions may be admonished or belittled. They may have worked with people with diverse SOGIESC in the past and felt uncomfortable, unprepared or unequipped to respond in an appropriate and professional manner. They may have attended SOGIESC or LGBTIQ+ training sessions in the past that were not safe and supportive spaces for them to explore new ideas and approaches to this topic.

These concerns must be acknowledged and addressed in order to conduct a successful training for all learners, not just those who may be more knowledgeable about, or open to, SOGIESC issues. That is the purpose of the Opening Session that precedes Module 1.

Keep in mind that learners may have widely diverging levels of experience related to SOGIESC issues. Some learners will have had extensive experience working with LGBTIQ+ populations. Some will believe they have never worked with persons with diverse SOGIESC. Most will have had little or no training on LGBTIQ+ or SOGIESC issues.

In particular, learners who have had little or no experience working with LGBTIQ+ people may describe feeling uncertain or nervous about individuals sharing information about their diverse SOGIESC with them. These emotions must be recognized, and staff reassured that, with training and the right tools, they can succeed in supporting individuals with diverse SOGIESC. The training teaches simple tools, such as short and respectful responses to sensitive information, and simple guidelines for subsequent action. Learning and practicing such responses in a safe training space helps build the confidence of learners.

This overall approach can be called “meeting people where they are.” By meeting people at their own beliefs and at their own ability levels, rather than expecting their beliefs to immediately conform with those of the training Facilitator or expecting all learners to have the same level of abilities because they work in migration spaces or the humanitarian field, you ensure the training space is respectful, nonjudgmental and positive.

FOR TRAINING ADMINISTRATORS

Updating the Training Package

This package may periodically need to be updated. While these materials were created in PowerPoint and Microsoft Word in order to avoid future administrators needing special software, an administrator should have a comprehensive understanding of Word before making updates. There are several elements to keep in mind:

Information Replication

The content contained in this training package is replicated in several different documents. For instance, definitions of terms appear in the presentations for Modules 1-7, the Briefing Session, the Information Session, and in the Modules 1-7 Participant Workbook. The exercises in the Workbooks for all modules may also appear in the Facilitation Guides. Key words and phrases are repeated throughout the training package.

If you update information in one place, you should always ensure you have updated it in each relevant location. This is especially critical for exercises. If the exercise in the Workbook does not match the exercise in the Facilitation Guide, it will be difficult for the Facilitator to lead the exercise. When undertaking updates, you might find it helpful to run key word searches in all documents to ensure you have updated all material.

Changing the Number of Pages in a Document and Adding New Sections

If you add or delete pages or slides from a presentation, Workbook or Facilitation Guide, several things need to subsequently be updated: 1. The Table of Contents should be corrected to reflect all new page numbers; 2. The Facilitation Guide Timing Chart may need to be updated to reflect new page numbers in the presentation or Facilitation Guide; 3. References to Facilitation Guide pages in the presentation notes may need to be updated; 4. The main presentation slides may need to be updated to reflect new page numbers in the Workbook. Page numbers are additionally listed in other locations throughout the training package, such as in exercise instructions. A close reading must be done when changing any page numbers to ensure all references are corrected as needed.

If new sections are added, in addition to the above steps, you should add the new segment information to the Timing Charts, Table of Contents and presentation. The times for the section and module should then be adjusted on the Timing Chart and in the presentation notes. Keep in mind the presentation lists the total module time on the module slide, and it will need to be updated if content is removed or added to the module.

Formatting

At times, the image on the first page of the Facilitation Guides and Workbooks may shift downwards. This causes the coloured bars on the first and second pages to move out of alignment. If this occurs, double click anywhere in a footer box, then double click back on the main document. The image will adjust itself.

The images on the thematic section and module pages may also at times “slip” downwards, exposing white space at the top of the page. If this occurs, click on the image and simply hit the arrow up key to move it back into place. You may also need to adjust the title bar underneath it so there is no white gap.

Date Stamp and Continued Learning Sections

When updating this training package, change the month and year on the title page of each document accordingly. The links in the Continued Learning sections of each Workbook should also be periodically checked and updated.

Questions About Updates

See the second page or inside cover of this document for contact information for IOM and UNHCR. Feel free to contact either with questions about content changes to this training package. We appreciate you sharing with us any translations that are done.

TRAINING OVERVIEW

Training Components

See the relevant section of this Facilitation Guide for full descriptions of each module.

Opening Session

Introductions
Objectives and Long-Term Outcomes
The Training Environment and Our Core Obligations

Foundation Topics

Module 1: Learning About Diversity
Module 2: Terminology
Module 3: Global Overview
Module 4: International Law
Module 5: Inclusive Communication
Module 6: Safe Spaces
Module 7: Myths and Realities

Conducting Interviews

Module 8: Interview Basics
Module 9: Interview Techniques

Protection

Module 10: Protection Barriers and Enablers
Module 11: Assessing Protection Needs
Module 12: Solutions

Thematic Topics

To be released in 2022

Module 13: Relevant Case Law
Module 14: Interpretation
Module 15: Health
Module 16: Movement Operations
Module 17: The Emergency Simulation
Module 18: Assisted Voluntary Return and Reintegration (AVRR)
Module 19: Gender-Based Violence and Crisis-Related Sexual Violence
Module 20: Pre-Departure Orientation
Module 21: Counter Trafficking
Module 22: Youth

Short Sessions

SOGIESC Information Session

The Information Session is a one-hour summary of Foundation Topics for management and partners.

SOGIESC Briefing Session

This Briefing Session is a four-hour interactive version of Modules 1, 2, 4 and 5 for use in short training sessions or training sessions on a wider topic.

SOGIESC Webinar Series

To be released in late 2021

Part I: Terminology, Global Overview, International Law

Part II: Inclusive Communication, Safe Spaces and Myths & Realities

Part III: Protections

Part IV: Movement Operations

Part V: Assisted Voluntary Return and Reintegration (IOM)

This webinar series is in four parts, with each part lasting approximately two hours. It is designed for Zoom or Webex but could be presented on a wide range of training platforms.

TRAINING OVERVIEW

Additional Training Activities

The following are **supplemental** activities you might wish to add to your training session, depending on the length of time you have, the region, the profiles of the learners and the resources available.

For All Training Audiences

- Invite a guest from a national, regional or local LGBTIQ+ organization to speak about their work and about the situation for LGBTIQ+ people in that location or region.
- Invite an LGBTIQ+ person from the local community to speak about their experiences.
- Invite an organizational representative to speak about their work with people with diverse SOGIESC.
- Read and discuss various reports or watch and discuss various videos on people with diverse SOGIESC in your region (see the Continued Learning section in the Foundation Topics Workbook for ideas).
- Allot time for learners to share examples of people with diverse SOGIESC they have worked with in the past.
- Expand the Safe Spaces session by allotting time to review existing materials given to individuals and standard operating procedures (SOPs) to see how they might be made more responsive, respectful and welcoming.
- At the conclusion of the training session, bring together representatives from various entities, including UNHCR, IOM, partner organizations and supportive Governments to discuss how to better serve people with diverse SOGIESC of concern to the organizations in that location.

For Solutions and Complementary Pathways Audiences

- Invite an embassy representative from a country to which many refugees from that area are resettled to speak about life for people with diverse SOGIESC in that country.
- Watch videos or read reports about SOGIESC issues in various countries and discuss the impact an individual's destination might have on their success in resettlement or return.
- Invite an individual with diverse SOGIESC who resettled, integrated locally or returned to their country of origin to speak about their experiences.

For Healthcare Audiences

- Invite a medical professional from a practice, clinic or hospital that is welcoming to people with diverse SOGIESC to speak to learners about best practices.
- Invite a medical professional who specializes in counseling to speak about positive and respectful counseling services for people with diverse SOGIESC.
- Invite a guest from a national, regional or local LGBTIQ+ organization that focuses on SOGIESC and health issues to speak about their work.

For Protection Audiences

- Invite a guest from a national, regional or local partner organization to speak about working with LGBTIQ+ people in that location or region.
- Invite an LGBTIQ+ individual to speak to the learners about their experiences with protection issues and protection responses from UNHCR and partner organizations.

TRAINING OVERVIEW

Training Materials, Training Aides and Videos

Training Materials

Each module has three main components: the PowerPoint presentation, Facilitation Guide and Workbook. The PowerPoint presentations should be your guide – remember to let them walk you through the session step by step. The presentations provide slides for each segment of each module; a script in the Notes section to narrate each slide, introduce exercises and lead discussions; and detailed facilitation instructions, including timelines and corresponding pages in the Facilitation Guide. The scripts can be referenced during the training session or, if the Facilitator wishes, memorized in advance, as the information they contain is integral to the training package. If you cannot access the notes, refer to the first slide for instructions.

The Facilitation Guide has module overviews, a Timing Chart so you can organize your training once you have set your agenda, exercise descriptions and timings, a list of materials needed for each exercise and exercise facilitation keys with suggested answers and talking points.

The learner’s tool for the training is the Workbook. Each workbook includes an introduction to the training, exercise worksheets, guidance sections, continued learning reading lists and blank notes pages.

This training is interactive and relies on participant-driven learning, with limited teaching segments. Each module includes numerous exercises and group discussions. Both are introduced in the PowerPoint presentation with slides that list either the corresponding page in the Workbook for the learners to turn to or a topic or questions for group discussion. The slide notes indicate the corresponding pages in the Facilitation Guide that will provide instructions for leading the exercises and group discussions.

Each exercise description includes a list of the training materials you will need to facilitate the exercise and indicates where those materials can be found. The majority of the materials you will need are in the Workbooks; a small number are in the Facilitation Guide and must be prepared in advance. Examples of this are the Terminology Board Game and International Law Match-up card packs.

The exceptions are training aides and several guidance documents that are not included in the Workbooks or Facilitation Guide. The guidance documents are the SOGIESC Glossary, Heightened Risk Identification Tool (HRIT), HRIT User Guide, the Resettlement Assessment Tool and the Opinion of Attorney General Sharpston. These documents are stored as stand-alone files with the package. The exercise descriptions in the Facilitation Guide indicate when these guidance documents should be printed for learners.

Training Aides and Videos

Training aides complement the materials and help the Facilitator organize learners during exercises. When a training aide is required, it is noted in the Facilitation Guide under “Materials Needed.” The infographic Training Aides, Team Number Table Cards and posters to advertise your training are provided in the Training Aides folder. In some modules you will need other standard training aides, such as whiteboards, flipcharts, sticky notes and markers. These are also listed under “Materials Needed.” Videos are screened throughout the training. Many are shown in excerpted form. When a video is recommended, a link to access it online is listed in the presentation.

PLANNING A TRAINING SESSION

Deciding on Content and Designing an Agenda

Focus On: Collaborating with a Local Organization

It is always recommended that, where possible, you work with a local organization to ensure the content of your training session addresses issues and needs at the local level, teaches context-specific terminology (in addition the main terms which learners will need to understand to read and enact organizational guidance), conveys the human rights challenges and issues in that location, and ensures that learners are hearing the voices of affected communities directly from those individuals.

The goal of this training package is not to “sensitize” personnel to the topic as if they need to build tolerance surrounding it, but rather to approach the topic from a human rights perspective that fosters understanding and meaningful inclusion. Inviting local organizations to partner on trainings is an excellent way to promote a human rights approach to the topic by centering the most relevant voices and model meaningful inclusion. It will also help you build partnerships, establish connections between the organization and your personnel that will serve both entities in the future when they have questions or concerns about assisting individuals, and engage voices that are not heard often enough within our working environments. Remember to discuss compensation with the organization and not expect training partnerships to be offered on a volunteer basis.

Identify the Training Audience and Content

To build an agenda, you should first identify your audience, keeping in mind that the recommended maximum number of learners is 40. More than 40 may make it difficult to manage exercises and reduce the effectiveness of learners working in teams. You can then use the Suggested Agendas section to make a list of the modules you will present and which components of them you will include if you do not intend to facilitate the entire module. Keep in mind that Modules 1, 2 and 4 of Foundation Topics (Terminology, Global Overview and Inclusive Communication) are typically considered compulsory for all learners.

It is easiest to train singular audiences, or audiences made up of one type of learner, such as healthcare practitioners or protection officers. In reality, however, most training sessions will have a mixed audience. You should thus design an agenda that best serves the widest range of learners. This may require holding part of the training session as a large group and then splitting into smaller groups – which can require multiple facilitators and training rooms – or presenting certain modules at the end of the day when some of the learners can be released.

Set the Time Period, Assign Each Module a Time Slot and Fill out the Timing Charts

Once you decide who your learners are and which modules you will present to them, you should set the time period for the training session. How many days will the training last, and how many hours will you train each day? A typical training day should include a maximum of six and a half hours of material and offer two 15-30-minute breaks for tea and coffee and an hour or more for lunch. If possible, hold shorter training days, as learners can more easily absorb information if it is presented to them in smaller segments.

If you are holding an office-level training, you will have more flexibility in holding shorter training sessions over a longer number of days. For instance, you might present Foundation Topics to all learners over the course of two short days, then present modules from Thematic Topics another week.

If you are holding a regional training or training in an office with limited scheduling flexibility, you may need to accomplish the session within a short period of time. This may require long training days of up to nine hours each – with 15-minute breaks but a shorter lunch – to ensure you cover all necessary modules. While long training days are permissible for one or two days, keep in mind that holding long training days for too many days in a row will burn out learners and negatively impact their capacity to learn and interact.

After you have determined the time period for the training session, assign time slots to each module on your agenda using the Timing Charts in the Facilitation Guides as a reference. The Timing Charts recommends the length of the module as well as the length of each individual segment so you can easily adjust the module length if you omit segments. Once you have assigned appropriate time slots to each module – remembering to schedule breaks twice a day and sufficient time for lunch – you can write the agenda times for each segment in the Timing Charts. This will be useful as you move through each training day and will serve as the basis for the agenda you distribute to learners.

Utilizing Short Training Sessions and Webinars

In some instances, you might find it appropriate to present the Information Session or Briefing Session. The Information Session is a summary of Foundation Topics intended for leadership and partners. It provides an overview of the material but does not teach skills. The Briefing Session is a four-hour summary of Foundation Topics that includes several short exercises. It can be used as an introduction to diverse SOGIESC issues but is not comprehensive. For remote audiences, you may elect to give the Foundation Topics and Protection material by webinar using the webinar presentations and scripts included in this package.

PLANNING A TRAINING SESSION

Suggested Agenda Content

The following is suggested agenda content for various audiences. They are organized by area and personnel.

Administration

Management, Administrative, Reception or Security Staff (.5 or 1.5-day training)
Briefing Session or Modules 1-7 Foundation Topics

Gender

Gender and Gender-Based Violence Focal Points (2-day training)
Modules 1-7 Foundation Topics, Module 19 Gender-Based Violence and CRSV

Government

Government Partners (1-hour, .5 day or 1.5-day training)
Information Session, Briefing Session or Modules 1-7 Foundation Topics

Health

Healthcare Providers, IOM Medical Health Department and Panel Physicians (2-day training)
Modules 1-7 Foundation Topics, Module 15 Health

Humanitarian Emergencies

On-Site Training, including for IOM Emergency Response Personnel (1-day training)
Briefing Session, Module 10 Protection Barriers and Enablers

Preparatory Training, including for IOM Emergency Response Personnel (3-day training)
Modules 1-7 Foundation Topics, Modules 10-11 Protection, Module 19 GBV and CRSV, Module 17 The Emergency Simulation, Module 15 Health (if healthcare providers)

Interpretation

Interpreters and Translators (1-day training)
Modules 1-4 Foundation Topics, Module 14 Interpretation

Law and Advocacy

Legal Advocates (2-day training)
Modules 1-7 Foundation Topics, Module 8 Interviewing Basics, Module 13 Relevant Case Law

Migrant Protection and Assistance

Assisted Voluntary Return and Reintegration (3-day training)
Modules 1-7 Foundation Topics, Modules 8-9 Conducting Interviews (modified for AVRR), Module 18 AVRR, Module 16 Movement Operations

Counter Trafficking (3-day training)

Modules 1-7 Foundation Topics, Modules 8-9 Conducting Interviews (modified for Counter Trafficking), Module 10 Protection Barriers and Enablers, Module 21 Counter Trafficking

Immigration and Border Management (3-day training)

Modules 1-7 Foundation Topics, Module 10 Protection Barriers and Enablers, Module 22 IBM

IOM Pre-Departure Orientation (2-day training)

Modules 1-7 Foundation Topics, Module 20 Pre-Departure Orientation

Operational Protection

UNHCR Protection Personnel (3.5-day training)

Modules 1-7 Foundation Topics, Modules 8-9 Conducting Interviews, Modules 10-11 Protection, Module 19 GBV and Crisis-Related Sexual Violence

Policy and Research

Policy and Research Officers (1-day training)

Modules 1-4 Foundation Topics, Module 13 Relevant Case Law

Refugee Status Determination

UNHCR Refugee Status Determination (RSD) Staff (3-day training)

Modules 1-7 Foundation Topics, Modules 8-9 Conducting Interviews, Module 12 Solutions

Non-Mandate Refugee Status Determination (RSD) Adjudicators (3-day training)

Modules 1-7 Foundation Topics, Modules 8-9 Conducting Interviews, Module 13 Relevant Case Law

Resettlement and Movement Management

IOM Movement Operations (2-day training)

Modules 1-7 Foundation Topics, Module 16 Movement Operations

US Refugee Admissions Program (USRAP) Resettlement Support Centers (3-day training)

Modules 1-7 Foundation Topics, Modules 8-9 Conducting Interviews, Module 16 Movement Operations, Module 20 Pre-Departure Orientation

Resilience and Solutions

UNHCR Resilience and Solutions (3-day training)

Modules 1-7 Foundation Topics, Modules 8-9 Conducting Interviews, Module 12 Solutions, Module 16 Movement Operations

Resettlement Referral Providers (2-day training)

Modules 1-7 Foundation Topics, Modules 8-9 Conducting Interviews

PLANNING A TRAINING SESSION

Preparing the Training Materials and Venue

Preparing the Training Materials

Once you have identified the number of learners, chosen the modules that will be included in your training session, created an agenda and completed your timing chart, you should prepare your training materials and ensure your venue is adequately equipped for your facilitation needs.

This training requires printed training material. In some cases, materials need to be cut out and, if possible, laminated. You should thus begin preparing the materials well in advance. It is helpful to make a list of the materials you will need as you plan your agenda. You can do this by referencing the Materials Needed column on the Timing Charts in the Facilitation Guide. This column instructs you on which slide or page to reference in the presentation or Facilitation Guide and lists additional materials you will need. Once you have a list, begin preparing the materials according to the instructions in the exercise descriptions or on the materials themselves.

Note it is best if the Workbooks are printed in colour and in book format. If that is not possible, print them in colour, double-sided and stapled on the top-left corner. Training Aide infographics should be printed in colour as large as possible (A3 or larger is ideal) and laminated. The Team Number Table Cards can be printed double-sided on letter size paper and should ideally be laminated before they are cut.

Remember that some materials are located outside the Workbooks and Facilitation Guide. The Team Number Table Cards are in the Training Aides document. The guidance documents in Thematic Topics are stored separately with the Workbooks. The videos are stored in their own folder. Several additional items – flip charts, markers, tape and sticky notes – may also be needed.

Preparing the Venue

The training venue should have a room large enough for learners to move around in easily and an area outside the room where learners can congregate during breaks. If you are facilitating a session for a mixed audience and will split into groups for concurrent units, ensure you have adequate training rooms and equipment in advance.

The venue should have tables that allow learners to sit in groups of three to four. It is not ideal for learners to sit at individual desks because they need to do group activities that require them to spread out materials. An additional long table is useful to organize the training materials and training aides. The venue should also have a projector, screen and speakers for your laptop so you can play videos. Remember to bring your own PowerPoint clicker so you do not need to stand next to the laptop while you facilitate. Text on the slides is animated, meaning lists of text will appear point by point as you move through each slide, rather than appearing all at once. That requires clicking “forward” each time you want a new line of text to appear, rather than just each time you change slides.

It is recommended you set up the room in advance – either the night prior to the training or early the morning of the training – in order to avoid last-minute technical issues or being unprepared at the start of an exercise. Before the first day of the training session begins, place the agendas, that day’s Workbooks, any necessary

exercise materials, such as the Terminology Board Game, and the relevant Training Aides on the tables. Arrange the remaining materials on the long table in order they will be used throughout the training session. Place your Team Number Table Cards and Facilitation Guides near where you will be facilitating.

Set up the flip charts and ensure you have working markers. Check for other office supplies, such as extra pens, sticky notes and tape, if they are needed. Always test the laptop, projector and speakers in advance and ensure you have queued up your videos in VLC. This will help you avoid unnecessary delays during your training session.

Training Preparation Checklist

Venue

- Room(s) large enough for learners to move around in freely
- Tables that allow learners to sit in groups of three or four and a long table for training materials
- Break area outside the training room

Technical Equipment

- Projector(s) and screen(s)
- Speakers set(s)
- Laptop(s) with VLC or another media player
- PowerPoint clicker(s) (also called wireless presentation devices)

For Individual Learners

- Agendas
- Workbooks for all modules on the agenda
- Evaluation forms, if using
- SOGIESC Glossary for Terminology Board Game exercise
- Guidance documents for Thematic Topics modules, if relevant

For Tables

- Training Aides – infographics and/or posters
- Extra pens and paper

For Exercises

- Exercise materials from the Facilitation Guide (e.g. Terminology Game Boards)
- A flip or white board and markers
- Ample sticky notes in different colors
- Tape or pins to affix sheets of paper to the wall

For the Facilitator

- Training Aide – Team Number Table Cards
- Facilitation Guide, ideally printed and in a three-ring binder for easy access
- Presentation Notes
- One copy of each Workbook

PLANNING A TRAINING SESSION

Inclusion and Accessibility Checklist

It is important that your training session, venue and webinar platform are inclusive and accessible not only to people with diverse SOGIESC but to people with disabilities, people who are lactating and others. Use the following checklists to ensure your training session meets these metrics for inclusion and accessibility.

Overall

- _____ The training has not been scheduled on a religious holiday or day when learners may be fasting
- _____ Literature related to the training session uses gender-neutral and inclusive language
- _____ Literature advertising the event includes language inviting participants with disabilities to contact you about their accessibility requirements (e.g., “We want to make this a positive experience for all participants. If you have access requirements, please contact us.”)
- _____ Registration forms, if referencing sex or gender, include a full list of options (see the Gender-Inclusive Communication section of the Foundation Topics Workbook for further guidance)
- _____ The presentation text is high-contrast and in large, legible font, such as Arial or Calibri
- _____ The presentation slides avoid unnecessary text and images
- _____ Presentation images include alt text or descriptions for learners with screen readers
- _____ All videos are captioned
- _____ Sign language interpretation is available, if needed
- _____ Breaks are scheduled regularly to give learners an opportunity to refocus their minds and move
- _____ Learners are encouraged to write their pronouns on their name tags or name cards, or share them in the virtual introductions or on their virtual name tag

Venue and Materials

- _____ Security staff controlling venue access are trained to be respectful and accommodating to trans/transgender, non-binary and gender-diverse learners, including those whose name or gender expression does not match the information on their ID card
- _____ The venue is wheelchair-accessible, ideally with door handles at wheelchair height and swinging doors
- _____ Stairwells and corridors have visual cues for learners who are visually impaired
- _____ Restrooms are gender-neutral, or a gender-neutral option is available and has been noted to learners
- _____ Restrooms are accessible for wheelchair users and other people with disabilities
- _____ There is a private facility available for individuals who are nursing or need to express milk, and cold storage for pumped milk; the facility is called a lactation or nursing room
- _____ Learners are informed of menus and know about alternatives to accommodate dietary restrictions
- _____ Printed participant lists, pre-printed name tags and name cards do not include honorifics
- _____ A large-font print-out of the Workbook and presentation s is available, if needed

Webinar Platform

- _____ The platform is accessible for those using screen readers
- _____ There are different ways to access the event for those without a computer, such as by phone

FACILITATING A TRAINING SESSION

Tips for Facilitating an In-Person Training Session

Prepare in Advance

Prepare well in advance for your session. Print the Workbooks and other materials for the exercises in advance, ensuring you have extra copies of everything. Set up the training room the day prior to the training session, ensuring you have all necessary supplies and that your technical equipment works. The morning of the training, arrive early and do a last run-through with your technical equipment. Make sure you have the phone numbers for IT support handy in case you encounter an issue. If you are providing training in a hotel, inquire in advance whether you may leave materials in the room overnight and if it will be securely locked. Finally, ensure your venue is accessible and inclusive, as outlined in this Guide.

Monitor the Agenda Closely, but Let the Discussion Flow

You should always monitor the agenda closely to ensure you will be able to finish on time. This is especially critical the first time you facilitate a session, since times are precise and the material is lengthy. Sometimes, however, learners will be so engaged in useful discussion that you will not want to move on to the next section. In these situations, you must gauge how much room there is in the agenda for discussion and what sections might be facilitated more quickly in order to “make up” extra time spent engaged in discussion or debate. Again, keep in mind that there are a number of topics that are not useful in relation to this training package and ensure the discussion or debate is relevant.

If learners are particularly interested in additional discussion or have numerous questions you are not able to address in the course of the agenda you have prepared, you may wish to invite learners to stay for a 30-minute Q&A following the conclusion of the training day. You may also elect to move a module to another time in the future in order to spend more time on discussion and questions before the training session is completed.

Let the PowerPoint Presentation Slides and Notes Be Your Guide

Remember to always let the PowerPoint presentation slides and notes be your guide. All teaching segments, exercises and key learning points have slides in the presentation. Exercise slides instruct learners on the page to turn to in their Workbooks. Each slide has a notes section that instructs the Facilitator what to say, and the scripts contained within the notes section should be spoken in full during the training session. The Facilitator can read the scripts from a print-out of the presentation, memorize them in advance or, if very experienced in providing this training, use them as a reference tool. For live webinars, the notes can be read while slides are broadcast to the learners. To access the PowerPoint notes, click “View,” then “Notes Page.” Notes can also be viewed underneath the slide screen when the PowerPoint is in Normal, not slide show, mode. There are full instructions on accessing and printing the notes in the presentation on the first slide.

It is suggested the Facilitator print the notes pages to reference or read during their session. Do this by going to “Print,” and under Settings, clicking on “Full Page Slides” and changing it to “Notes Page.”

FACILITATING A TRAINING SESSION

Tips for Facilitating a Remote Training Session

Remote learning is great for many topics. SOGIESC is not one of them. In a remote environment, you lose the safety of the physical space and the intimacy that helps learners feel empowered to ask questions and share opinions. For that reason, in-person training is always better than webinar training, and vastly better than self-paced online learning. However, there are some circumstances in which webinar training is better than no training at all. One example is that of personnel who are working in remote or hardship duty stations where it is difficult to send a Facilitator. Another example is that of personnel who are just one or two people in a particular location and would not warrant a facilitated training. A third example is the 2020 COVID-19 pandemic, during which the majority of our offices globally were on work-from-home status for at least part of the year, and most in-person training sessions were cancelled. In those circumstances, webinar training can serve to ensure personnel are receiving some SOGIESC-related content. With the above in mind, the following is advice for holding live training sessions by webinar.

For All Sessions

- ✓ Learners should understand what kind of session they are attending, how long it will be and what will be expected of them during the session. If you expect learners to share information about or examples from their work, let them know that ahead of time so they are able to prepare.
- ✓ Attention spans are shorter with webinar learning. Schedule sessions for no more than one and a half to two hours at time to ensure learners stay engaged.
- ✓ Make registration for your sessions easy. If you can, create a link prior to inviting anyone to the training, and share that direct link widely. Track registration through the program and allow the program to send reminders. This will be much easier than gathering names and email addresses and then enrolling individuals on your own.
- ✓ If you are training learners from multiple regions, make sure you offer several sessions in various time zones.
- ✓ Ensure you have a moderator who can monitor the chat and address technical issues.
- ✓ If you are facilitating on your own, have plenty of water and throat lozenges accessible. Use videos to give yourself, and your voice, occasional breaks.
- ✓ Open each session with an explanation of the platform you are using, as many learners will be new or need a refresher. Go through each tool and explain what learners should do if they experience technical difficulties.
- ✓ Give detailed training-related objectives at the outset so learners know what you will cover during the session.
- ✓ Videos are best presented with introductions and debriefs after so the connection to the rest of the learning material is clear, otherwise they can interrupt the flow of the session.

- ✓ Ending with key learning points and next steps can help attendees leave with concrete ideas for action.
- ✓ Learners should receive their workbooks ahead of time and should ideally print them prior to the session. If they cannot print them, for instance because they are unable to reach the office and are working remotely, the Facilitator should arrange the exercises so that the learners only have to write on blank paper, if possible. Toggling between screens on their computer may be distracting and deter learners from engaging.
- ✓ If you are not using one of the webinar sessions offered with this training package, running a practice webinar to time out how long you'll spend on each section and how long you'll give people to answer questions is helpful to make this type of webinar run smoothly and stay on track with timing.

For Smaller Sessions (40 participants or less)

The advantage of smaller webinar sessions is that you can have direct dialogue with the learners and encourage them to engage at the same level they would in an in-person session. Because they are more participatory, smaller sessions can be more impactful for the learners. The disadvantage of smaller sessions is that, like in-person trainings, you can train so few people at one time.

- ✓ Smaller sessions run more smoothly if the learners are aware that they are expected to be fully engaged and participating. Learners should be informed in advance that the session will be participatory and that they will be expected to be on camera and speaking
- ✓ Everyone should introduce themselves on microphone at the beginning to get warmed up, make sure their technology is working and prepare to engage more.
- ✓ Cameras should be kept on throughout the session.
- ✓ The facilitator should utilize the breakout rooms, but with extremely clear instructions and required outcomes from the breakout room sessions. You may wish to assign a moderator to every room and be clear about what the group has to report back after the breakout session concludes. If you are not clear enough, the breakout room participants will often remain silent while waiting for someone to take the lead.
- ✓ Exercises should utilize all the tools available on the program – including polls, arrow drops, writing on whiteboards, the chat, hand raises, check marks, Xs, and emoticons.
- ✓ If your program has the capability to track “attention” during the session, and the attention percentage will be used to issue certificates, make that clear to the learners at the outset of the webinar. For instance, on Webex, attention is reported as a percentage and relates to the amount of time the Webex screen was the primary screen being viewed on the individual’s computer.

For Larger Sessions (more than 40 participants)

With a larger session, you can train many more individuals at one time (on some platforms, up to 1,000!), but you will not be able to capture their individual attention. You may find that you have only a core group of individuals, usually between ten and thirty percent of those attending, who are actively engaged, and that the others are just listening and observing. This does not mean the others are not learning. However, you will have a much harder time gauging reactions and absorption of material, and you are unlikely to draw out feedback from the majority of the participants.

- ✓ At the beginning of the session, ask learners to introduce themselves in the Chat. You can also display a world map on the screen and ask learners to use their arrow function to drop an arrow on the place they are from or where they are currently located.
- ✓ Include a range of interactive exercises, such as those that utilize arrow drops, white boards, specific questions and answers and sample scenarios, as well as to gather questions throughout the session for the Q&A portion at the end.
- ✓ Avoid open ended questions or small group exercises, as they will be awkward and difficult to get through with a large audience. It is better to use large group exercises for large audiences; for instance, questions that require an arrow drop answer or for learners to write something on the screen with their pen or text tool.
- ✓ Polls are useful for understanding where the group is at and how they are absorbing the material; they can also be helpful in gathering information or ideas.
- ✓ Breakout rooms should be avoided with large groups unless you have individual moderators for each room. Breakout rooms tend to be confusing if there is no one to lead the conversation, and in large groups there are typically too many breakout rooms for the Facilitator to visit.
- ✓ Keep sessions with large audiences simple. Present straight-forward material and use simple and engaging exercises. Give concrete objectives, key learning points and take-aways. Share ample resources so the learners can do further study on their own.
- ✓ Overall, don't expect the session to feel like you are "facilitating." Rather, it will feel like you are presenting, with occasional input from your audience. Keep your presentation clear and consistent, and it will have an impact on the participants.

FACILITATING A TRAINING SESSION

Maintaining a Safe and Communicative Training Space

Increase Your SOGIESC Competency

It is important as a Facilitator that you have a [comprehensive understanding](#) of SOGIESC terms, concepts and issues, and that you are easily able to explain them in the training environment. While you're not expected to be an expert in every aspect of diverse SOGIESC, lacking understanding of a key topic can result in spreading misleading or false information, which may lead to problematic actions on the part of the learners. You may also unknowingly perpetuate or create harmful stereotypes if you don't have enough knowledge about a particular topic.

Ahead of facilitating SOGIESC training, it is helpful to increase your SOGIESC competency in order to be better prepared to explain aspects of the training material and answer questions from learners. This is especially useful if you have not facilitated a SOGIESC training session before. You can start by reviewing the materials in the Continued Learning [Recommended Reading](#) section of the Workbooks. Close familiarity with these SOGIESC-related reports and articles will increase your confidence as a Facilitator. Remember that even if you have expertise in one area of diverse SOGIESC, such as trans and non-binary issues, you can always increase your knowledge in another area, such as intersex issues.

If you are unable to read all of the recommended documents in the Continued Learning section, the **key documents** you should read ahead of facilitating a training session are:

- ◆ The Human Rights Council reports from [2011](#) and [2015](#)
- ◆ The [Yogyakarta Principles](#) plus [10](#)
- ◆ UNHCR's [Guidelines on International Protection No. 9](#)
- ◆ UNHCR LGBTIQ+ [Need to Know Guide](#)
- ◆ It is also useful to watch the videos in the Foundation Topics Workbook Continued Learning Recommended Viewing section. Videos are an easy and fun way to increase your SOGIESC competency.

Focus On: A Trauma-Informed Approach to Training

Beyond your role as a Facilitator, keep in mind that hearing about the trauma and violence that we face every day as people with diverse SOGIESC is incredibly hard. This training shares examples of violence and other human rights abuses because it is important for learners to be understand these daily realities, especially in relation to local analysis and protection barriers and enablers. However, for people who are already living these experiences, hearing about them can be re-traumatizing. Honor a request from anyone who asks to sit out of a particular session for this reason.

Upholding the Safer Spaces Promise

During your training session, endeavor to uphold the promise made in the introduction that the training is a **safe space**. As a Facilitator, you can do this by ensuring everyone has an opportunity to speak, that all learners are responded to with respect and that you treat all learners in an open and friendly way.

Learners may make **comments** during the training session that stem from stereotypes or reflect a negative view of people with diverse SOGIESC. Given this topic will be new to many learners and, given societies around the world employ stereotypes and negativity when discussing people with diverse SOGIESC, this is to be expected. Remember that your job as the Facilitator is to create a safe, open and supportive learning space in which learners can learn to approach SOGIESC issues using a human rights framework.

Avoid **correcting** learners in a way that will make them feel embarrassed or ashamed. Instead, answer their questions and respond to their comments with a gentle and supportive tone. Telling a learner that they are wrong will create an atmosphere in which learners do not want to share their ideas or ask questions and are resistant to new ideas.

You can use a variety of different **methods** other than correcting learners, such as re-directing their question or statement or asking others to respond to the comment or query. For instance, if a learner makes a comment that is debatable, you can say, “That is one way to look at the issue. What are some other ways?”

If a learner makes a comment that is incorrect or potentially **damaging** – for instance, that people with diverse sexual orientation are pedophiles – you can start by asking, “What does everyone else think?” It is likely enough learners will make other suggestions that you will not have to “correct” the original comment. Instead, you can build upon what the other learners say by offering positive information supporting their views in a way that demonstrates diverse sexual orientation is not correlated with pedophilia. This method of ensuring the topic is adequately addressed takes the focus off the original comment and helps retain that learner’s dignity within the training space. If the other learners in the training session hold the same view as the learner who made the original comment, you can take the opportunity to educate everyone by sharing facts from a reliable source. For instance, you might let them know that many studies have shown that 95 percent of pedophiles are heterosexual men. You can offer to share some resources with them after a break if they would find it helpful.

It is also useful to let learners **discuss** comments and answer questions themselves, rather than the Facilitator always speaking. For instance, when a learner makes a comment or asks a question, you can say, “What does everyone else think of that?” or “Who can answer that question?”

Remember that, unless comments and questions that employ **stereotypes** and bias are shared openly, you will not be able to gently correct those stereotypes and biases. In other words, comments and questions – whether biased or not – must be voiced aloud for you, the Facilitator, to know what the learners are thinking. A training session in which learners feel free voicing their opinions and are open to supportive and positive discussion and debate is a successful and impactful training session.

Ensuring Your Training Session is a Safer Space for People with Diverse SOGIESC

It is critical to have an open and frank dialogue with the learners, and it is equally as critical that your training session is a **safe space** for learners with a diverse SOGIESC. Here are several ways to ensure your training is a safer space for all:

- ✓ While it is important to let discussion and ideas **flow**, be careful of the impact of stereotypes, biases and negative comments on learners with diverse SOGIESC. Remind the learners to be careful of this as well; it may not have occurred to some of them that there are people with diverse SOGIESC in the training session, or that learners may have friends or family members with diverse SOGIESC.
- ✓ Ensure you address each **stereotype and bias** that is raised, rather than letting things go. This will send a message that the training session is a vehicle for change and improvement in the workplace. If learners make jokes or laugh inappropriately either during or outside of a training session, this should also be addressed immediately as an action that is in direct contradiction to the spirit of a safe training space.
- ✓ As a Facilitator, ensure you don't **speak about** people with diverse SOGIESC as if they were not in the training session or addressing everyone as if they were heterosexual, cisgender and endosex. Avoid making gendered comments about the learners (e.g., "ladies and gentlemen") or referring to things as male and female (e.g. "we have pink sticky notes for the women and blue for the men") as this language relies on gender stereotypes and is not inclusive for individuals who do not identify as men or women. Refer to the page on inclusive and accessible training spaces to make sure learners feel welcomed and supported.
- ✓ **Personal anecdotes** are powerful when they have a connection to the learning material, as long as they are accessible to everyone. Consider the viewpoint of a listener who has a diverse SOGIESC and whether the story will make them feel alienated or will feel representative. If you have a particular example to share from your own experience, think about finding a person with diverse SOGIESC to share a similar story but from the perspective. This has the dual purpose of bringing a queer voice into the session and centering the queer experience in the examples.
- ✓ Plainly put, ensure you truly know what you are **talking about**. If you do not have a deep understanding of intersex issues, for instance, do not answer questions about intersex variations. Rather, refer to the content that is in the training package, point learners to the Continued Learning section, or offer to research the question and get back to them. Admitting there are limits to your knowledge is an excellent way to send the message to learners with diverse SOGIESC that you understand are the Facilitator of, but not an expert on, the training material. For example, you may say, "You've hit the limit of my knowledge with that question. Is there anyone who might know the answer? If not, I'm happy to get back to you with more information."
- ✓ Show the learners with diverse SOGIESC that you are **prepared**. Read the Facilitation Guide and presentation Notes in their entirety. Endeavor to stick as closely to the script as possible until you are extremely comfortable with the material. Do not add or modify thematic content unless you truly hold expertise in an area related to SOGIESC. Ensure operational modifications – for instance, to bring an exercise more in line with your programme or area of work – do not alter core messages or thematic content. Keep in mind this training package has been vetted by people with diverse SOGIESC across the UN system and external organizations, and that many hours have been devoted to debating, and agreeing on, nuanced points in the material. It is likely that by changing thematic content, you will change the accuracy and applicability of the material.

Focus On: A Gentle Approach to Flagging Stereotypes or Misinformation

One way to allow learners to respond to stereotypes, bias and misinformation in a training session in a gentle way is to encourage learners to state when they feel hurt or offended by another learner's comment by saying, "that stereotype feels hurtful to me" or "that comment hurt my feelings." In acknowledgement, the learner who made the hurtful comment can say, "I didn't intend to hurt your feelings." If necessary, there can be further discussion.

Alternately, if a learner makes a comment that they realize could be hurtful or was simply incorrect, they can say "I wish to restate that," or "I realize that comment could hurt feelings" and correct or explain themselves. Here are several real-world examples from past trainings of comments that elicited a reaction from learners who felt hurt by the statements:

- ◆ "We don't have any people with diverse SOGIESC [or LGBTIQ+ people] where I live / where I'm from."
- ◆ "I personally feel disgusted by gay people. It's a physical reaction I have to them, and I can't help it."
- ◆ "I don't think LGBTIQ+ people should be allowed to have families, because they will abuse their children in the same way that they were abused."

Here are several examples of moments when a learner might realize they have said something that could be incorrect or hurtful, and correct themselves:

- ◆ When misgendering someone or using the wrong pronouns.
- ◆ When using the wrong term – for instance, mixing up sexual orientation with sex characteristics.
- ◆ When realizing their comment was based on stereotypes or misinformation and might be offensive.

Guiding Learners Towards, and Away from, Specific Topics

There are a number of topics you should not discuss during a training session, both because they are unnecessary in relation to this particular training package and because the length of time that would be required to discuss them adequately would derail your training agenda. These topics include debating whether sexual orientation is a "choice" or whether you are "born that way," various world religions' stances on homosexuality, how/if sexual abuse affects sexual orientation, the percentage of people who are LGBTIQ+, and many others.

There are also a number of topics you should discuss during a training session, including viewing SOGIESC issues through a human rights lens, the UN's stance on LGBTIQ+ rights and protection, and how to work professionally and respectfully with people with diverse SOGIESC, regardless of your personal beliefs.

It is thus useful to gently guide learners away from topics that are not useful and towards the topics that are. You can do this by saying, "That is a much larger debate / discussion that we don't have time for in this scope of this particular training session, but it's something people are talking about all over the world." Or, "Let's keep in mind that the UN has determined that, regardless of how sexual orientation or gender identity is formed, it is so fundamental to the human experience and to human dignity that, if you are persecuted on the basis of your sexual orientation or gender identity, it triggers international protection." Or "Let's go back to what we discussed in the Global Overview section. Remember that people with diverse SOGIESC are in every community we assist."

FACILITATING A TRAINING SESSION

FAQ and Suggested Answers

The following are just a few of the questions you may be asked while facilitating a training session. See the next section for information on what to do if you are asked a question you don't know how to answer.

Q. We don't have LGBTIQ+ people here. Why do we need to learn about this topic?

A. People with diverse SOGIESC exist in every community, city and country of the world and have existed from the beginning of recorded history. You may believe you have never met a person with diverse SOGIESC because you assume that they would act, dress or speak in a way that would make them recognizable to you as having a diverse SOGIESC. This assumption is rooted in stereotypes. The reality is you have met people with diverse SOGIESC in the past. To learn more about people with diverse SOGIESC in your [community / city / country], read available resources and, if possible, reach out to relevant local organizations. The lived experiences of people with diverse SOGIESC will always be more instructional than the predominant ideas and stereotypes about diverse SOGIESC held in a society.

Q. Why do you use “sex” or “sex assigned at birth” rather than “biological sex”?

A. The phrase “biological sex” incorrectly implies scientific objectiveness in determining an individual's sex. Sex is comprised of a number of different factors, including chromosomal makeup, which can include such variations as XXX, XXY, XYY and XO, in addition to the more common XX and XY variations; secondary sex characteristics, such as breasts or an Adam's apple; internal reproductive structures, including ovaries and testes; and external genitalia such as vaginas and penises. Most people never have tests to determine the composition of their chromosomes. Others may not realize they have differing internal and external sexual organs unless they encounter fertility issues. For this reason, many intersex people do not know they are intersex until later in life, if ever.

Generally, a doctor, midwife or individual delivering a baby determines the infant's sex based on the appearance of external genitalia alone. External genitalia may or may not be aligned with other sex determinants which are not visible. Thus, the sex assigned at birth is not necessarily biological. That is why we say, “sex assigned at birth” when referring to an individual's sex, rather than “sex” or “biological sex.” Additionally, some transgender people find the phrase “biological sex” offensive because it has frequently been used to discredit their gender identity by implying that the sex they were assigned at birth is immutable and is the only way to determine their “real” gender.

Q. What is the correlation between homosexuality and bestiality or pedophilia?

A. There is no correlation between homosexuality and bestiality or pedophilia. Sexual orientation – whether heterosexual, homosexual, bisexual or something else – is a universal human trait and describes an individual's capacity for attraction to other human beings. Everyone has a sexual orientation.

Q. Why does bisexual refer to attraction to two or more genders, instead of meaning a person is both male and female?

A. Bisexual is a sexual orientation. A bisexual person has the capacity for attraction to person(s) of more than one gender. Sex refers to male, female or intersex characteristics. The idea that there is a sex that is “both male and female” is inaccurate and should be avoided. Likewise, the idea that bisexual refers only to attraction to men and women is outdated; bisexual people may be attracted to individuals with a range of gender identities.

Q. Can you be bisexual if you’re married or in a long-term relationship?

A. Yes! Bisexual people can be in long-term relationships with someone of the same gender or a different gender and still identify as bisexual. This is because they experience attraction to more than one gender. Engaging in a long-term relationship or marriage doesn’t change that. Similar to how a heterosexual woman may still find men attractive while in a relationship or marriage with a man, someone’s sexual attraction doesn’t cease to exist once they enter a relationship; thus, a bisexual person entering a long-term relationship does not become heterosexual or homosexual based on the person they date or marry.

Q. If a transgender person identifies as female and dates women, does that mean she is a lesbian? Or is she straight because she was assigned the sex of male at birth?

A. Individuals determine what their sexual orientation is – no one can determine it for them. A transgender person may identify as straight, lesbian, gay, bisexual, queer or in another way. A transgender woman who dates women may identify as a lesbian, gay, queer, or in another way. A transgender man who dates women may identify as heterosexual, bisexual or in another way. A transgender man who dates men may identify as gay, queer or in another way. Some individuals may not identify with any label. Only an individual can tell you how they identify. The sex an individual is assigned at birth is unrelated to their sexual orientation.

Q. Can intersex and transgender people have children?

A. Some, but not all, intersex people may have difficulty with fertility. Frequently, infertility is a side effect of the surgeries conducted on intersex children to “correct” their genitalia. As with intersex people, the fertility of transgender people varies from person to person. Someone may identify as transgender without undergoing medical transition such as hormones or surgery and would maintain fertility. Those who undergo breast augmentation or reduction would also maintain fertility. Even if a transgender person has surgery on their genitalia, the variety of surgeries available mean they may be able to become pregnant or contribute to a pregnancy through in vitro fertilization. The effect of hormones on fertility is not completely known; both masculinizing and feminizing hormone replacement therapy may lead to infertility over a period of time. If an intersex or transgender person cannot contribute biologically to a pregnancy, there are other ways they may have children, including surrogacy, adoption and fostering children.

Q. How many people are LGBTIQ+?

A. The US Kinsey Study from the 1950s estimated up to ten percent of people were non-heterosexual at some point in their lifetime. A more recent US study by the Gates Foundation found that approximately 4 percent of individuals were LGBT (the I and Q were not included). A study in the UK found that approximately eight percent of citizens were LGBTI. Studies in other areas of the world are less common or nonexistent due to a range of factors, including a lack of willingness on the part of institutions or the government, the

criminalization of same-gender relationships, the risks of reporting diverse SOGIESC and the difficulty of defining terminology for the purposes of a survey. This does not mean other areas of the world do not have LGBTIQ+ people – LGBTIQ+ people exist in every city, country and region of the world. It is also helpful to keep in mind that, regardless of what percentage of the human population is LGBTIQ+, the UN believes that sexual orientation, gender identity, gender expression and sex characteristics are fundamental human characteristics and that the right to express and embody them without fear of discrimination or persecution is fundamental to human dignity.

Q. If the Universal Declaration of Human Rights says everyone has the right to marry, does that mean someone is persecuted because their country doesn't allow same-sex marriage?

A. The Universal Declaration of Human Rights states everyone has the right marry and form a family. It does not say the marriage must be to a different-gender partner. The question of whether being denied the right to marry constitutes persecution is one that is being debated in many places, including in courts.

In July 2015, the Fourth Section of the European Court of Human Rights issued a judgment in the case “Oligari and Others v. Italy,” which had three male same-gender couples. They complained that under Italian law they were unable to get married or enter into a civil union and were discriminated against on the grounds of their sexual orientation. The court found, for the first time, that the inability of same-gender couples to gain legal recognition other than marriage in a country that only offers marriage to different-gender couples amounts to a violation of the European Convention on Human Rights. The Italian legislature will now have to prove same-gender couples can access some form of civil unions. To read the judgment, see the link in the Continued Learning section of Relevant Case Law Workbook.

Q. How can I be sure I don't say the wrong thing to a person with diverse SOGIESC?

A. A good rule of thumb is, don't say anything to a person with diverse SOGIESC that you would not say to a person who does not have diverse SOGIESC. For instance, if you would not ask a heterosexual person why they got married, don't ask an person with diverse SOGIESC why they got married. If you would not ask a heterosexual person if they have tried dating someone of the same gender to ensure they are really straight, do not ask a gay or lesbian person if they have dated someone of a different gender to ensure they are gay. If you would not ask a person who does not have diverse SOGIESC invasive questions about their sexual practices, do not ask invasive sexual questions to LGBTIQ+ people. Another tip is to try your best. Ask, apologize when needed, and correct yourself.

Q. Shouldn't we just mainstream this issue?

A. Services and programmes designed to address the needs of other populations, such as women and girls, are not necessarily designed to meet the unique needs of people with diverse SOGIESC. While SOGIESC considerations should be mainstreamed into all programming in terms of the population being considered when planning is done, we should not assume programmes for at-risk populations are suitable for people with diverse SOGIESC, or that personnel on those programmes will understand how to serve LGBTIQ+ people. Be careful that “mainstreaming” doesn't mean adding “LGBTIQ+” to a list of other groups but not following up with the specific responses needed. You should instead follow the twin track approach, which involves both mainstreaming and taking targeted action which empowers the individuals you are assisting. In the twin track approach, both elements are equally important.

Q. Should we have a separate waiting area or toilets for people with diverse SOGIESC?

A. Creating special toilets or waiting areas for people with diverse SOGIESC may stigmatize them. You should ensure existing facilities are safe, accommodating and accessible. This may mean ensuring a gender-neutral toilet is available or that security guards are trained to ensure people with diverse SOGIESC are not harassed in the waiting area. If harassment or abuse occurs, it may be necessary to offer individuals safer alternatives.

Q. What is the difference between advising someone to conceal to avoid persecution and advising someone to temporarily “keep a low profile” in the country of asylum?

A. We should always be careful about suggesting someone conceal their sexual orientation in order to avoid harm. Concealment causes serious psychological harm and requires someone not only to hide who they are, but often to engage in a wide range of activities to “prove” they are heterosexual, cisgender or endosex, including marrying someone of a different gender and entering into sexual relations with them, which can result in marital rape.

Note that asking someone to conceal their identity in order to avoid persecution in the long term is different than advising an individual who is temporarily living in a country about the risks related to diverse SOGIESC in that country. In some instances, personnel may feel they need to advise someone that “keeping a low profile” could help them avoid harassment, abuse, arrest, detention or deportation. This should only be advised in the short term. Personnel should always keep in mind, that, for some individuals, concealment is not possible, and invisibility is not available as a survival mechanism. Personnel should also keep in perspective the human rights violations and other long-term psychological consequences related to concealment.

Q. How can I convince others to see SOGIESC and LGBTIQ+ issues the way I do?

A. Your approach to discussing SOGIESC issues should be one of openness. Listen carefully when others are speaking. Think through your own opinions, stances and beliefs. Examine your own biases, remembering we are all the product of our communities, societies, backgrounds, histories and educations. Listen openly to the opinions of others and you may find that it is easier to engage in dialogue on this topic. If you believe someone is using stereotypes to express their ideas, offer alternatives. If someone is expressing an opinion about a topic that is widely debated – such as how sexual orientation is formed – acknowledge the issue is a difficult one that may not be easily resolved through discussion and find a point of common agreement, such as the concept that, regardless of how sexual orientation is formed, all people are entitled to fundamental human rights.

FACILITATING A TRAINING SESSION

Fielding Difficult or Unexpected Questions

One of the most challenging aspects of holding a SOGIESC training is fielding difficult or unexpected questions. Although you may prepare amply for your training session by reading the documents in the Continued Learning sections, memorizing the text for the PowerPoint slides and exercise keys and closely studying the Frequently Asked Questions and Answers in the preceding section, understanding how to answer other questions about SOGIESC issues or going off-script to more deeply explain a concept to a learner can take practice and training experience.

The following are some key strategies for managing difficult or unexpected questions during your training session. Keep in mind that if the question is about a subject not discussed in this training package – for instance, same-gender marriage rights or same-gender family building – you should feel free to explain that you don't have that information but are happy to look it up with the learner after the training session concludes.

Strategy #1: Return to terminology

The terms learners learn during training may be unfamiliar and possibly confusing to them. It can take time for them to fully understand what the terms mean and how they are connected. Often the questions learners ask are really questions related to terminology. For instance, learners may ask why, for instance, a gay man getting married to a woman doesn't call the man's sexual orientation into question. You can use that as an opportunity to remind learners that individuals get married for many reasons which are social, cultural and economic. You may also be asked in-depth questions about being intersex or bisexual, in which case you can have learners turn to the definition in the glossary. If needed, you can always return to Module 2 to look at the Terminology Bonus exercise and the SOGIESC Areas exercise for clarification on basic terms.

Strategy #2: Return to basic concepts

Is too much terminology getting learners frustrated or upset? If so, simply remind them that, despite the numerous terms, the terminology in this training package is all related to several core concepts. One core concept is that we all have a sexual orientation, gender identity, gender expression and sex characteristics, and that these characteristics are a fundamental part of the human experience. This is useful to restate when learners start discussing sexual orientation, gender identity, gender expression and sex characteristics as if they are only related to LGBTIQ+ people.

Another basic concept is about marriage. If learners feel confused about why lesbian or gay people would engage in a different-gender marriage, remind them that people get married for a wide variety of reasons, including social, religious and cultural beliefs, and that not all marriages are based on romance or related to sexual orientation.

Strategy #3: Refocus on fundamental human rights

Learners may wish to engage in discussions about whether individuals are “born LGBTIQ+,” “choose” to be LGBTIQ+ or “become” LGBTIQ+, such as through abuse, rape or a failed marriage. Often, one or more learners will offer personal examples of someone they know who “fits” one of those categories. They may argue that

they are sure a category is correct because the person they know exemplifies it so strongly. In this situation, it is imperative you remind learners that the topic of how sexuality and gender identity is formed is larger than the training, and that regardless of how they are formed, they are, along with gender expression and sex characteristics, so fundamental to human dignity that being persecuted on their basis triggers international protection. You can also use this as an opportunity to remind learners about their professional obligation to serve all persons with dignity and respect. Refocusing on fundamental human rights can be a useful technique if learners ask questions related to pedophilia or bestiality. It is critical that you first correct the stereotypes associated with these ideas, and ensure learners understand that the relationships that might be referenced in the training session involve consenting adults; this is not the case with pedophilia or bestiality. You can then remind learners that the right to live in freedom and equality applies to everyone, including those with diverse SOGIESC.

Strategy #4: Remind learners of the basic “rule of thumb”

The basic “rule of thumb” is that, if you wouldn’t use a word to describe or speak to a heterosexual, cisgender or endosex individual, you shouldn’t use it to describe or speak to LGBTIQ+ individuals. For instance, if you wouldn’t ask heterosexual persons why they got married, don’t ask LGBTIQ+ persons why they got married. If you wouldn’t ask heterosexual persons if they have tried dating someone of the same sex to ensure they are really straight, don’t ask a gay or lesbian person if they have dated someone of a different sex to ensure they are gay. If you wouldn’t ask a heterosexual person invasive questions about their sexual practices, don’t ask a gay person invasive questions about sex. If you wouldn’t call being heterosexual a “lifestyle” or “agenda,” don’t call being LGBTIQ+ those terms.

This rule of thumb also applies to interviews. Remind learners to think carefully before pursuing a line of questioning they believe is appropriate just because the person in front of them is LGBTIQ+. Many times, they’ll find that the premise of the questions is based on stereotypes or assumptions. For instance, if they do not ask all persons they interview if they have been tested for HIV, they shouldn’t ask a gay man if he’s been tested for HIV, as this could unfairly stigmatize the individual and is premised upon the assumption that gay men have higher rates of HIV.

Strategy #5: Highlight the need to avoid stereotypes

There are numerous stereotypes learners bring into a training session. Many of these are addressed throughout the modules and in Module 6, Myths and Realities. However, you will need to continually remind learners to question whether their beliefs are based on stereotypes, and whether the action they recommend is based on stereotypes or biased assumptions. Common stereotypes are the belief that lesbians look and act like men, that gay men look and act effeminate, that you can easily tell someone is LGBTIQ+, that same-gender couples should not or cannot have children, that same-gender couples are not family members, that gay men engage in pedophilia at higher rates than heterosexual men, that all LGBTIQ+ people will be ashamed to be LGBTIQ+, that bisexuality is not a valid sexual orientation, that holding safe space campaigns results in numerous fraudulent claims because LGBTIQ+ claims are easy to make, and that all LGBTIQ+ people are survivors of sexual violence. When learners ask a question that you are not sure how to answer, think carefully about whether their question is premised upon stereotypes or biased assumptions. If this is the case, turn the question back on them to explore the stereotype in full.

Strategy #6: If the question is about personal experience, note everyone is different

Typical questions related to this category are, “I have a friend who used to be married, but now he’s gay. He told me he decided to be gay because he likes the lifestyle, so why do you say we don’t know whether it’s a choice?” or, “My friend was abused by her husband, and now she’s a lesbian. She told me the abuse done to her is what caused this, so why do you say being gay is not an illness?” or, “I know a gay couple, and one is feminine and one is masculine. Don’t all gay couples have these roles?” or, “Every gay man I’ve met has acted a certain way. Why are you telling me I won’t know when a gay man comes into my office?”

When asked such questions, it’s important to remind learners that not everyone is the same, and that such examples reinforce stereotypes. Discuss how diverse human populations are and remind learners that there is no one “LGBTIQ+ community” nor one way that LGBTIQ+ people look, act, dress or speak. Remind them that making such assumptions renders many LGBTIQ+ people invisible to them. If needed, you can use heterosexual populations as a comparison point, highlighting that not everyone who is heterosexual has had the same experiences or engages in their relationships in the same way, and emphasizing that LGBTIQ+ people are as diverse as non-LGBTIQ+ people. If personal stories persist, return to the basics: terminology, core concepts and fundamental human rights.

Strategy #7: If the question is about action, turn it back to the expert learners

Sometimes you will be asked an action-oriented question that you don’t know how to answer, such as how to mainstream LGBTIQ+ issues into a particular programme or service, or how a particular transit center should be built to accommodate people from a specific location. In these instances, it’s useful to turn the question back to the learners. While you are there to be their guide on SOGIESC issues, their wealth of knowledge, experience and examples will always educate you about how to better serve people with diverse SOGIESC in their areas of expertise.

FACILITATING A TRAINING SESSION

Facilitating in Challenging Environments

Many personnel are concerned about discussing SOGIESC in their work environments, often because they perceive the topic as sensitive or taboo due to national laws or societal norms that criminalize or punish people with diverse SOGIESC, or because the country in which they work has a law prohibiting the promotion of homosexuality. In such environments, how do learners gain the professional training they need to assist people with diverse SOGIESC, in a way that is safe and meaningful?

Human rights abuses against people with diverse SOGIESC are a part of the larger problem of gender-based violence (GBV), because at its root, people with diverse SOGIESC are persecuted for transgressing gender norms – whether it’s because they don’t love the people they’re expected to love in accordance with their gender or they don’t exhibit the behaviors attached to their sex assigned at birth. Thus, discussions surrounding SOGIESC can thus take place in the larger context of gender, with a focus on gender roles, gender norms, the gender binary and what happens to those who transgress it. The transgression of gender norms of course also applies to heterosexual, cisgender and endosex people, so it’s an approach that is easy for many people to understand. If you are providing training in a particularly challenging environment where it is difficult or impossible to focus on SOGIESC issues explicitly, instead approaching the training through the lens of gender can be a helpful way to ensure learning is accomplished while focusing on lived experiences, perceptions, human rights abuses and assistance.

When presenting SOGIESC-related training material, it’s useful to remind learners that they will invariably have a person with diverse SOGIESC walk through their door at some point, even if they are not aware of it, and that it’s in their best interest to know how to respond in order to avoid feeling unprepared or uncomfortable. This approach is supportive of employees and highlights the end goal of fulfilling our professional mandate to assist all migrants appropriately and with dignity and respect. It will also help the personnel fill their professional obligation to treat all individuals with respect and dignity by ensuring that the personnel do not make the individual they are assisting feel alienated or uncomfortable.

Other tips for holding training in challenging environments include:

- ✓ Ensure organizational leadership in your location is supportive and involved, which will reinforce the institutional commitment to this topic.
- ✓ Hold training in a safe space, ideally within the office; avoid public venues such as hotels.
- ✓ Be very clear with the learners the reasons why you are holding the training, e.g. “migrants with diverse SOGIESC are routinely coming to our office and we need to improve the assistance we provide.”
- ✓ Teach a range of other topics related to social inclusion, such as age, disability and intersectionality, so that training on SOGIESC is part of a wider series. In IOM, see the *Social Inclusion in IOM Programming* page under About Us on the IOM intranet for training packages and guidance materials on disability, children, older people and intersectionality.
- ✓ Provide extra time for the opening session and emphasis on the goals of the training.

AFTER A TRAINING SESSION

Keeping the Momentum Going

At the conclusion of your training session, many learners will want to know how they can keep up the momentum they have gained during the training session after they return to their normal duties. Here are suggestions on how you might assist them in this effort after the training session has concluded.

Hold Follow-up Training Sessions

If you have the capacity to do so, hold follow-up training sessions periodically. For instance, if you provided Foundation Topics in the initial session, provide a Thematic Topic for personnel every few months.

Hold Refresher Training Sessions

Within six months of a training session, learner knowledge begins to fade. You can address this by holding refresher sessions. For a refresher, you can use the material in the Briefing Session, choose popular modules to present again or create your own exercises on core topics. You can also bring learners back together to discuss their experiences with people with diverse SOGIESC since the training session. This is an excellent way to share positive examples, address new questions and ensure learners retain their knowledge.

Hold Brown-Bag Sessions

Another way to maintain interest in SOGIESC issues is to organize regular brown-bag sessions. These can be held in conjunction with particular days, such as the International Day Against Homophobia, Biphobia, Transphobia and Intersexphobia (IDAHOBIT), the Trans Day of Visibility or Human Rights Day. During brown-bag sessions you can hold themed discussions and invite internal and external speakers.

Encourage Others to Facilitate Training Sessions

A great way to maintain your own facilitation knowledge and skills and keep others in the office interested in the topic is to encourage colleagues to learn to facilitate the training. You might offer to work with them for an hour once a week as they read through the training materials or offer to assist them in facilitating a short session for new personnel. This also guarantees there will be personnel to facilitate training sessions if you are unavailable.

Encourage Your Organization to Train All Personnel

Many organizations believe that only certain personnel should receive training. Part of your role as a Facilitator can be to educate your organization leadership about the benefits of training all personnel on SOGIESC issues. Training can benefit everyone. It reinforces the culture of professionalism in the office as well as sends the message that the organization takes SOGIESC issues seriously.

Appoint SOGIESC / LGBTIQ+ Focal Points

Some organizations have found it useful to appoint SOGIESC or LGBTIQ+ Focal Points. Focal Points can provide refresher training sessions, engage in meetings and resource-sharing with partner organizations, serve as a primary point person with LGBTIQ+ individuals who interact with your organization or help Human Resources address SOGIESC-related issues in the workplace.

Create Safe Spaces

One of the primary recommendations in the training package is that learners ensure their office environments are safe spaces. While many learners have excellent, actionable ideas about how to create safe spaces, it can be challenging for them to actualize those ideas after a training session has ended, especially if not everyone in their unit or department attended the training. You can assist them by offering to discuss how to put their ideas into action, advocating for their ideas to leadership and following up with them regularly.

Promote Inclusive Workplaces

Promoting an inclusive work environment is essential to ensuring that LGBTIQ+ colleagues are treated with dignity and respect. You can help promote an inclusive workplace by working with the HR department to ensure the Code of Conduct or other organizational and office policies are inclusive of SOGIESC. You can work with LGBTIQ+ colleagues to spearhead an Employee Resource Group for LGBTIQ+ personnel and allies. You can also ensure that HR staff have received training and are able to address any requests they receive from LGBTIQ+ personnel for assistance.

Monitor Action Plans

If learners took Module 9 and created Action Plans, it is useful to photocopy or take photographs of those actions plans before the training session ends. That way, you can easily follow up on those Action Plans at regular intervals, such as every three months.

Conduct Follow-up Surveys

If you conducted a regional or global training for learners in multiple locations, it may not be possible to personally check in with learners on a regular basis. In this case, you may wish to conduct follow-up surveys. This is an easy way to gather data on the effectiveness of a training session over a longer period of time and collect positive examples of action steps taken after the learners returned to their respective offices.

Share Positive Examples and Resources

When learners return to their working routines and enact their Action Plans or the ideas they learned in the training, an excellent way to reward them for taking action is to share the work they have done as a positive example for others. You can do this by checking in with them regularly, whether in person or by phone or email, and then talking or writing about their accomplishments to other learners. You can also share with the other learners the resources that have been created so they can utilize them in their own work.

For instance, if a learner returned to their department and created safe space signs for their waiting areas, you can share this update as well as the signs with the other learners. Or, if a manager initiated monthly meetings with partners to discuss how to best serve people with diverse SOGIESC in their location, you can ask them for details, then share that information with other learners and encourage them to do the same.

Don't forget to share these positive examples with your managers and organizational leadership, and, most importantly, during your next training session!



OPENING SESSION

INTRODUCTIONS

OPENING SESSION

Overview

The **Opening Session** is a critical component of the training and should always serve as the start to a session. The Opening Session is comprised of several sections:

- ✓ Learner introductions provide the learners with an opportunity to meet one another;
- ✓ Training Objectives provide a broad overview of the goals of the training session;
- ✓ Training Outcomes provide learners with a sense of the end goal of the training package;
- ✓ The Training Environment establishes the philosophical approach to the material; and
- ✓ Our Core Obligations establishes that our interactions with people with diverse SOGIESC fall under the same guidelines of professionalism and commitment to protection as our interactions with all other individuals.

Additional Ideas for Opening a Session

Start with an icebreaker

The internet is brimming with creative icebreakers. Icebreakers can help learners feel comfortable and set the stage for energizers throughout your session. When choosing icebreakers and energizers, think carefully about the cultural context and what might be engaging – rather than awkward or alienating – for your learners. In some places, for instance, physical movement, dance and music make for engaging energizers, while in other places learners may appreciate guessing games, sharing activities or dedicated periods of reflection on what they have learned.

Open with a video featuring people with diverse SOGIESC

Videos can bring richness to opening sessions by humanizing the issues immediately; if this is your goal, you might choose one of the videos from the training session to play in advance or identify a video from the local context that features people with diverse SOGIESC. Some facilitators play a video as learners are settling in, with no expectations that everyone watch; others wait until everyone has arrived and open by playing the video for everyone together.

Open with a video message from organizational leadership

Videos can also serve as a formal endorsement of the training material when they are from a high-level organization official and can start a training on a strong note. Examples of useful videos to play are the IOM Director General's [2020](#) and [2019](#) messages or the UN High Commissioner for Refugee's [2019](#) message on the International Day Against Homophobia, Biphobia, Transphobia and Intersexphobia (IDAHOBIT.) Check the IOM intranet page "Diversity and Inclusion in IOM Programming" under "About IOM" for the latest IOM videos on diverse SOGIESC.

Invite a speaker to welcome the learners to the training session

Having a speaker such as the head of office or regional director open your session by addressing the importance of the topic and its relevance to your work can set an excellent tone and energize learners.

OPENING SESSION

Timing Chart

Below is a guide to the activities in the Opening Session. The Opening Session contains one hour and ten minutes of material. See the Planning a Training Session section in this guide for assistance in creating an agenda. You can then fill in your agenda dates and times in the spaces below. Note the times listed are estimated and may vary depending on the audience.

| Segment | Description | Slides / FG | Length | * | Agenda Date/Time |
|---|-----------------------|---------------------|--------|---|------------------|
| Introduction | Learner Introductions | Slide 3; FG 43 | 20m | | |
| Presentation | Agenda Review | Slide 5 | 10m | | |
| Presentation | Training Objectives | Slides 6-7; FG 43 | | | |
| Presentation | Training Outcomes | Slides 8-11; FG 43 | | | |
| Presentation | Training Environment | Slides 11-14; FG 44 | | | |
| Presentation | Our Core Obligations | Slide 15; FG 44 | | | |
| <p><i>*You can use this space to mark required and optional sessions; optional can be denoted with an "O" FG = Facilitation Guide; the corresponding Workbook pages are denoted on the presentation slides.</i></p> | | | | | |

Training Tip!

Remember to let the PowerPoint presentation be your guide. All objectives, teaching segments, discussion questions, videos, exercises and key learning points are marked in the slides, which contain a facilitation script and tips on exercises and timing. Exercise slides instruct learners on the page to turn to in their Workbooks and the Notes section of each exercise slide refers the Facilitator to the relevant page in the Facilitation Guide for instructions and keys.

OPENING SESSION

Introductions, Objectives, Outcomes, Environment and Obligations

The **opening slides** are intended to set the stage for the training session by giving learners an opportunity to meet one another, establishing the training objectives, sharing information about the long-term goals of the training package, establishing the boundaries of the training environment and reminding learners of our core obligations.

Ultimately, how you open your session is dependent on who the learners are, what environment you're training in, and what the cultural protocols are for training sessions. In some contexts, a **formal** opening with a high-level welcome speech is expected; in others, a casual meet-and-greet followed by a fun icebreaker may be the norm. The following guidance will help you shape your opening session.

Introductions

The Introductions slide in the presentation is a standard way to conduct introductions: a tour de table with each learner sharing their name and information about their position and experience with SOGIESC topics. There are many creative ways to lead introductions. Here are several ideas; you can find many more online:

- *Meet your neighbor*: Ask learners to form pairs, introduce themselves to one another, and then have everyone share one interesting fact about their partner along with their name. If you'd like to provide the learners with structure for their introductions, you can tell them to ask one another what their favorite food is, or the most interesting place they've worked.
- *Years of experience*: Place a line on the wall using tape and label it with intermittent numbers from one to 30. Give every learner two sticky notes. Ask them to write their years of relevant experience on one sticky note and something unusual about themselves on the other. Then ask them to go one by one to the front of the room and place their years of experience on the line with the interesting fact about themselves above it while verbally sharing both. At the end of the exercise, tally the numbered stickies and tell the group how many years of experience you have collectively.
- *Five things in common*: Have everyone introduce themselves at their tables. Ask each table to take five minutes to share their names and together identify five things they all have in common. Then, have each team share their list of commonalities with the group in plenary.

Training Objectives and Outcomes

Training objectives and outcomes may be facilitated as in the training presentation: an on-screen summary of the information presented by the facilitator. If time permits, you may also engage the learners in establishing training session objectives and long-term impact. Here are some simple ideas; there are many creative ideas online:

- Write the training objectives on a flip chart. Present them to the learners, then ask what other objectives the learners have for the session. Add them to the list as learners share. Explain that you will return to the

list of objectives periodically to tick off the ones that have been met and review those that still need to be fulfilled through the training material.

- Distribute three sticky notes to each learner. Ask them to write three objectives for their personal learning during the session. Then have them place the notes on a large sheet of paper that has been hung on the wall. Take a brief tour of the notes, highlighting the themes. Tell learners you will ask
- them to return to their objectives at the end of the session and reflect on whether they have been met. Then, review the session objectives that you have established as the facilitator and review whether there is overlap with the learners.
- Distribute a sticky note to each learner. Highlight that an overarching objective of the training session is to ensure you have answered everyone’s questions about SOGIESC. Ask the learners to write the most important question they have on their note, then place the note on a flip chart that is titled QUESTIONS. At the end of the session, you can return to the questions and ensure you have answered them all.

The Training Environment and Our Core Obligations

The first objective of this section is to **reassure** learners that all opinions are respected within the training session and that the purpose of the training session is not to debate social or religious opinions on diverse sexual orientation or gender identity, or to change deeply held personal beliefs. Rather, the aim of the training is to provide learners with the knowledge and tools they need to approach LGBTIQ+ issues from a human rights perspective and work with LGBTIQ+ people respectfully in accordance with international standards. The section then asks learners to respect one another’s personal **beliefs** – as difficult as that may be – and recognize that the training session is intended to enrich the capabilities of humanitarian professionals, not resolve differences around the topic.

The section also serves to establish that learners have certain **obligations** to all individuals they serve, regardless of who they are – what are termed the “core obligations.” This set of core obligations is the first introduction learners receive to viewing SOGIESC issues through a human rights lens and approaching working with people with diverse SOGIESC using a human rights framework – just as they approach all diversity they encounter in their daily work.

By first acknowledging learners’ concerns and establishing the clear boundaries and purpose of the training session, then framing the topic using the themes of professionalism and **equality**, this section encourages learners to approach the training with a more relaxed mind that is open to new information and ideas. It reassures them that they are gaining critical information that will help them perform their jobs with confidence and success.



FOUNDATION TOPICS

MODULES 1-7

FOUNDATION TOPICS

Overview

Welcome to Modules 1-7 of *Sexual Orientation, Gender Identity, Gender Expression and Sex Characteristics (SOGIESC) in Forced Displacement and Migration*. The first seven modules are the foundation of the training. In Modules 1-7, learners gain the basic skills and knowledge they need to work with people with diverse SOGIESC effectively and in a way that upholds their dignity and respect. The key terms, concepts and practical tools they will learn here will not only facilitate successful interactions with people with diverse SOGIESC but will also provide a strong platform for learning in subsequent modules.

Module 1, **Why Diversity Matters**, provides a basic introduction to the concept of diversity, introduces the concept of unconscious bias and asks learners to consider how bias affects our ability to interact with and respond to people with diverse SOGIESC without employing stereotypes, and reminds learners that individuals have layers of identities which may intersect to compound their marginalization.

Module 2, **Terminology**, is the cornerstone of the training. A comprehensive understanding of SOGIESC terms and concepts helps learners successfully complete the following modules. Module 2 features two in-depth exercises that approach terms and concepts from different angles. The exercises teach terminology in English in the international context and encourage discussions about terminology and concepts in local languages and contexts. During exercise discussions, the Facilitator addresses complex questions about our use of particular words over others.

Module 3, **Global Overview**, provides learners with a basic understanding of the key issues and barriers people with diverse SOGIESC face globally, including the various types of human rights abuses and the actors who persecute. The module also introduces learners to the UN's approach to LGBTIQ+ issues and to the Yogyakarta Principles plus 10 as a tool for viewing this topic through a human rights lens.

In Module 4, **International Law**, learners are introduced to LGBTIQ+ issues in the context of international law and asked whether existing law addresses the discrimination and persecution people with diverse SOGIESC face. It also establishes the context behind the Yogyakarta Principles plus 10.

Module 5 focuses on **Inclusive Communication**. The module engages learners with sample dialogues between personnel and people with diverse SOGIESC and asks them to assess scenarios that could occur during their work. They are also given the opportunity to practice having respectful and dignified interactions through a role-play exercise, practicing the terminology they learned in Module 2.

Module 6, **Safe Spaces**, addresses welcoming people with diverse SOGIESC to our offices and other facilities and creating safe spaces in which they can feel confident and comfortable sharing sensitive information with our personnel. Safe spaces are critical to providing effective assistance and ensuring people with diverse SOGIESC do not face breaches of confidentiality or negative treatment while seeking assistance.

Module 7, **Myths and Realities**, introduces learners to common, problematic beliefs about people with diverse SOGIESC through an interactive game. The game not only makes learners aware of stereotypes but also reminds them to be aware of their internal biases. If the learners are taking just Modules 1-7, Myths and Realities serves as an opportunity to wrap up the training session and assess what they have learned.

FOUNDATION TOPICS

Timing Chart

Below is a guide to the activities in Foundation Topics: Modules 1-7. Modules 1-7 contain up to 12 hours of material. If giving the full modules, it is recommended they be presented over two days to allow for question and answer sessions, group discussion and other learning activities such as a visit from a local organization. See the Planning a Training Session section in this Facilitation Guide for assistance in creating an agenda. You can then fill in your agenda dates and times in the spaces below. Note the times listed are estimated based on previous training sessions and will vary depending on the audience and Facilitators.

| Segment | Description | Slides/FG References | Length | * | Agenda Date/Time |
|---|---|----------------------|--------|---|------------------|
| Module 1: Why Diversity Matters, 45 minutes | | | | | |
| Introduction | Objectives | Slide 19 | 1m | | |
| Exercise | Learning About Diversity | Slide 20; FG 52 | 20m | | |
| Presentation and Discussion | Unconscious Bias | Slide 21 | 5m | | |
| Presentation | Intersectionality | Slide 22 | 1m | | |
| Video | <i>Intersectionality 101</i> | Slide 23 | 5m | | |
| Discussion | Diversity, Bias and Intersectionality | Slide 24 | 8m | | |
| Presentation | Addressing Bias | Slide 25 | 3m | | |
| Wrap-up | Key Learning Points | Slide 26 | 2m | | |
| Module 2: Terminology, 2 hours and 30 minutes | | | | | |
| Introduction | Objectives | Slide 28 | 1m | | |
| Teaching Segment | A Note on Language | Slides 29-30 | 6m | | |
| Exercise | Terminology Board Game | Slides 31; FG 56 | 60m | | |
| Discussion | Terminology in Your Context | Slide 32; FG 73 | 15m | | |
| Exercise (including videos and presentation slides) | SOGIESC | Slides 33-48; FG 75 | 40m | | |
| Exercise | The SOGIESC Scenarios | Slide 49; FG 77 | 15m | | |
| Presentation | Language Tips | Slide 50 | 5m | | |
| Video | <i>No Longer Alone</i> | Slide 51 | 7m | | |
| Wrap-up | Key Learning Points | Slide 52 | 1m | | |
| Module 3: Global Overview, 1 hour and 45 minutes | | | | | |
| Introduction | Objectives | Slide 54 | 2m | | |
| Video | <i>The Riddle</i> | Slide 55 | 3m | | |
| Exercise (including videos and presentation slides) | Global Overview Quiz | Slides 56-75; FG 82 | 1h 20m | | |
| Exercise | Conducting a Local Analysis | Slide 77; FG 85 | 10m | | |
| Video | <i>How One Man Escaped Anti-LGBTIQ-Violence in Chechnya</i> | Slide 79 | 8m | | |
| Wrap-Up | Key Learning Points | Slide 80 | 2m | | |

| Module 4: International Law, 1 hour / 1 hour 10 minutes with optional content | | | | | |
|--|--|--------------------------|------------|--|--|
| Introduction | Objectives | Slide 82 | 1m | | |
| Exercise | International Law Match-Up | Slides 83-84; FG 90 | 50m | | |
| Presentation | Useful Guidance | Slide 85 | 3m | | |
| Presentation | Refugee Law and Policy | Slides 86-91 | 10m | | |
| Video | <i>Transgender Rights are Human Rights</i> | Slide 92 | 5m | | |
| Wrap-Up | Key Learning Points | Slide 93 | 1m | | |
| Module 5: Inclusive Communication, 2 hours / up to 3 hours and 20 minutes with optional content | | | | | |
| Introduction | Objectives | Slide 95 | 1m | | |
| Exercise (including video and presentation slides) | Mock Scripts | Slides 96-101; FG 104 | 1hr 10m | | |
| Teaching Segment | Suggested Questions | Slides 101-107 | 15m | | |
| Teaching Segment | Transitioning | Slide 108 | 10m | | |
| Exercise | Common Scenarios | Slide 109; FG 111 | 30m | | |
| Discussion | Working with Interpreters | Slides 110-111 | 15m | | |
| Exercise | Paired Role-Play | Slide 112; FG 114 | 50m | | |
| Video | <i>Dennis' Story</i> | Slide 115 | 3m | | |
| Wrap-up | Key Learning Points | Slide 116 | 6m | | |
| Module 6: Creating Safe Spaces, 1 hour and 45 minutes / 2 hours 5 minutes with optional contents | | | | | |
| Introduction | Objectives | Slide 118 | 1m | | |
| Discussion | Questions to Consider | Slide 119 | 10m | | |
| Presentation | Inclusivity, Accessibility and Barriers | Slides 120-121 | 8m | | |
| Presentation | Safe Spaces and Intersectionality | Slide 122 | 2m | | |
| Exercise | Creating Safe Spaces | Slide 123; FG 120 | 1hr 5m | | |
| Presentation | Positive Examples | Slide 124 | 2m | | |
| Video | <i>IOM: A Safe Space</i> | Slide 125 | 6m | | |
| Presentation | Safe Space Materials | Slide 126 | 2m | | |
| Presentation | IOM Guidance on Inclusive Facilities | Slide 127 | 2m | | |
| Presentation | Guiding Internal Documents | Slides 128-130 | 4m | | |
| Exercise | Action Plan | Slide 131; FG 122 | 30m | | |
| Video | <i>Trans Timor</i> | Slide 132 | 4m | | |
| Wrap-up | Key Learning Points | Slide 133 | 1m | | |
| Module 7: Myths and Realities, 25 minutes | | | | | |
| Group Discussion | Stereotypes | Slide 135 | 5m | | |
| Exercise | Myths and Realities | Slides 136; FG 126 | 15m | | |
| Video | <i>Faces</i> | Slide 177 | 5m | | |
| *You can use this space to mark required and optional sessions; optional can be denoted with an "O" FG = Facilitation Guide; the corresponding Workbook pages are denoted on the presentation slides. | | | | | |



MODULE 1

UNDERSTANDING DIVERSITY

Mario's Story

Mario* and his boyfriend left Venezuela in search of job opportunities. They travelled by foot all the way to Ecuador, passing through Colombia.

After they arrived, he thought he found a job, but soon realized his employer was intent on exploiting him. He later left his job and is now trying to find a safer employment opportunity.

IOM in Ecuador, through local partners, is providing support to the LGBTI migrants who come mainly from Venezuela, by determining routes, protocols and response mechanisms to support their integration.



MODULE 1 EXERCISE



Learning About Diversity

Overview

The **Learning About Diversity** exercise introduces the topic of diversity by asking learners to reflect on their own diversity characteristics and recall times when they experienced negativity or positivity from others because of a particular characteristic. By asking learners to focus on their own lives and stories, it personalizes the topic of diversity for them and paves the way for larger discussions about the topic of diversity in general.

Exercise Length

20 minutes. 5 minutes for learners to complete the worksheet; 15 minutes for group discussion.

Materials Needed

- Life Experience Worksheet (one per training participant; in the Workbook)
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Alternative Facilitation Ideas!

Following the individual exercise, there are several questions the Facilitator can pose to the learners. The purpose of these questions is to inspire further thinking about diversity and its importance in our work without calling on the learners to share the person information they shared in the independent exercise.

Because this is typically the first exercise of the training session, you may find that learners are shy to speak in the plenary, especially if the group is large. It can thus be useful to have the learners form small teams and answer the questions together as a team. You can pose a question, ask the teams to take a few minutes to discuss it, and then either have them share their thoughts verbally through a spokesperson or write their thoughts on a flip chart that the Facilitator reviews in plenary.

Another method of facilitating the small group approach is to tape four pieces of flip chart paper to a wall and write one question at the top of each. Distribute sticky notes to the teams and ask them to answer the questions by putting their thoughts on sticky notes and placing them on the wall. As they go along, they should group their notes with sticky notes from other teams that are of a similar theme. Each team can put as many thoughts under each question as they would like. It is helpful to distribute different color sticky notes to the teams if you'd like to know who placed which thoughts on the wall. At the end of the exercise, move through the notes and summarize their content, then discuss them as a group.

MODULE 1 EXERCISE



Learning About Diversity

Answer the following questions. This is “for your eyes only.” At the end of the exercise we will discuss diversity, bias and intersectionality without referencing what you write, unless you choose to share it.

1. What are some of the **characteristics** that make up your diversity? They may be related to your culture, religion, ethnicity, ability, age or another aspect of who you are.

2. Have you ever been treated **negatively** due to a personal characteristic? What happened? How did you feel?

3. Have you ever been treated **positively** due to a personal characteristic? What happened? How did you feel?

4. Read the following **scenarios**. What are your reactions while reading each of them?

- One of your colleagues is gay. A photo of them with their same-gender partner is prominently placed in their office. The photo shows the two of them smiling with their arms around one another.
- After dealing with depression triggered by the death of a parent, a colleague has not been communicating as well as in the past.
- A colleague uses a cane because they have a disability. Whenever you do joint visits to programme sites, extra time has to be added because the colleague walks very slowly.
- You and a colleague work in a transit center. An individual comes into your office and says he is having difficulty with his roommates and wants to move to another room. After he leaves, your colleague turns to you and says, “That man is going to keep having problems as long as he dresses and acts that way.”



MODULE 2

TERMINOLOGY

Majd's Story

Majd, a 25-year-old Syrian refugee, moved to Cordoba, Argentina in the beginning of 2019 after his extended aunt sponsored his resettlement from the war-torn country. Since arriving in Cordoba, he has become fluent in Spanish, graduated from a Paramedics course and will go on to study nursing next year. As a member of the LGBTI community, he is now able to have relationships with other men safely and free from persecution.

"I feel more comfortable and freer here than in Syria. I have the right to be and love who I want. My family just keeps growing here in Argentina. It helps that I love getting to know people and I'm surrounded by people who treat me well. Having a community calms me down and helps me to live in the moment. I now know that I can live in any place, anywhere, and I will make new friends."



MODULE 2 EXERCISE



Terminology Board Game

Overview

The **Terminology Board Game** is the foundation exercise of the training package. A solid understanding of basic SOGIESC terminology will allow learners to better comprehend the issues people with diverse SOGIESC face, understand the differences in lived experiences between different individuals and later formulate respectful solutions in their own work environments. This exercise is done in small teams followed by a large group discussion and is simple enough for any training audience to do: the teams match cards with words on them with the appropriate definition on the game board. Because this exercise is interactive and fun, it also serves as an icebreaker for the training.

Note that this game was adapted from GLSEN’s Talking the Talk “Terminology Match-Up.”

Exercise Length

1 hour. 20 minutes for description and team activity; 40 minutes for discussion.

Materials Needed

- Terminology Board Game definition sheet (*one set per team, laminated; on following pages*)
 - Terminology Board Game pack of 15 cards (*one set per team, laminated and cut out; on following pages*)
 - SOGIESC Glossary (*separate handout; download and print one copy for each learner from the relevant institutional resource page – in IOM, the SOGIESC Glossary can be found under the Guidance tab on the IOM intranet site Social Inclusion in IOM Programming under About IOM*)
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| | | |
|---|---|---|
| Each person's enduring capacity for profound romantic, emotional and/or physical feelings for, or attraction to, other people. | Terms used to describe men whose enduring romantic, emotional and/or physical attraction is to men, and women whose enduring attraction is to women. | Describes people who have the capacity to be romantically, emotionally and/or physically attracted to people of the same gender as well as to people of a different gender. |
| The socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for individuals based on the sex they were assigned at birth. | Each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth or gender attributed by society. | The range of cues, such as names, pronouns, behaviour, clothing, voice, mannerisms and/or bodily characteristics, that are used by individuals to interpret the gender of others. |
| Terms used by some people whose gender identity differs from what is typically associated with the sex they were assigned at birth. | An adjective describing people whose gender identity falls outside the male-female binary. | The process of changing one's external gender presentation to be more in line with one's gender identity. |
| Traditionally negative, this term has been reclaimed by some people and is considered inclusive of a wide range of diverse sexual orientations, gender identities and expressions. | Each person's physical features relating to sex, including chromosomes, gonads, sex hormones, genitals and secondary physical features emerging from puberty. | An umbrella term describing a wide range of natural bodily variations that do not fit typical binary notions of male or female bodies. |
| Behavior or appearance that is not in alignment with prevailing cultural expectations related to a particular gender. The term can apply to all individuals, regardless of their SOGIESC. | Fear of gay or lesbian, bisexual, transgender or intersex people, which may manifest in exclusionary behavior, stigma, harassment, discrimination and/or violence. | Viewing heterosexuality or cisgender people as superior; assuming all people are heterosexual or cisgender. |

| | | |
|------------------------------|--|---|
| Sexual Orientation | Gay and Lesbian | Bisexual |
| Gender | Gender Identity | Gender Expression |
| Trans/Transgender | Non-Binary | Transition |
| Queer | Sex Characteristics | Intersex |
| Gender Non-Conforming | Homo- / Bi- / Trans- / Intersexphobia | Heteronormativity / Cisnormativity |

MODULE 2 EXERCISE



Terminology Board Game Facilitator’s Key

| Sexual Orientation | Gay and Lesbian | Bisexual |
|--|--|---|
| <p>Each person’s enduring capacity for profound romantic, emotional and/or physical feelings for, or attraction to, other people.</p> <ul style="list-style-type: none"> • <i>What does the word orientation mean? Why do we use it to describe human sexuality?</i> • <i>Why is it important to use a neutral term?</i> • <i>Who has a sexual orientation?</i> • <i>What is a critical word in this definition, especially in relation to refugee status or asylum?</i> • <i>Why do we use “sexual orientation” over such terms as sexual preference and sexual behaviour?</i> | <p>Terms used to describe men whose enduring romantic, emotional and/or physical attraction is to men, and women whose enduring attraction is to women.</p> <ul style="list-style-type: none"> • <i>Do you use the words gay and lesbian in your society? Are they positive or negative words?</i> • <i>What terms exist in your cultural context to describe men who love men and women who love women? Are they positive or negative?</i> • <i>Where does the word lesbian come from?</i> • <i>Why do we avoid the term homosexual in English?</i> | <p>Describes people who have the capacity to be romantically, emotionally and/or physically attracted to people of the same gender as well as to people of a different gender.</p> <ul style="list-style-type: none"> • <i>Do you use the word bisexual in your culture? Is it a positive or negative word?</i> • <i>What are some common misconceptions about bisexuality?</i> • <i>Why are bisexual individuals particularly marginalized?</i> |

Sexual Orientation

What does the word orientation mean? Why do we use it to describe human sexuality?

The word “orientation” means “the determination of the relative position of someone or something” or “the relative physical position or direction of something.” We can thus say that orientation means the direction in which one is pointed in terms of sexuality. “Sexual orientation” is a neutral term that does not imply choice or lack thereof. It is thus preferred over terms such as “sexual preference” and “sexual behaviour.”

Why is it important to use the term sexual orientation rather than sexual preference or behaviour?

There are numerous debates about how sexual orientation is formed. Some argue it is determined by the individual, shaped over the course of a lifetime or influenced by environmental factors (the “choice” argument). Some argue sexual orientation is an inherent or innate characteristic, that one’s sexual orientation is congenital, or present from birth, and that it cannot change (the “born this way” argument).

The United Nations has determined that regardless of how sexual orientation is formed, and regardless of whether it is a characteristic that is present from birth or one that develops over time, it is essential to the human experience and a fundamental component of human dignity.

When individuals are forced to conceal their sexual orientation or are persecuted or discriminated against due to their sexual orientation, it is a serious enough human rights violation to trigger international protection.

Who has a sexual orientation?

Everyone has a sexual orientation.

What is a critical word in this definition, especially in relation to refugee status or asylum?

“Capacity”: this is critical because it is inclusive of individuals who have not yet had sexual interaction or emotional, physical or romantic attraction. It reinforces the fact that individuals, both children and adults, can know what their sexual orientation is prior to engaging in relationships.

Why do we use “sexual orientation” over such terms as sexual preference and sexual behaviour?

“We want to avoid using any terms that imply sexual orientation is formed in a certain way. Using the term “sexual preference” to describe human sexuality implies people choose which gender they are attracted to and that their choice can or will change over time. This should be avoided.

People behave in many ways that do not accurately reflect their sexual orientation or how they identify. That is why we use the terms “men who have sex with men” and “women who have sex with women.” These terms describe individuals who engage in same-sex relations but may not identify as gay or lesbian.

Gay and Lesbian

Do you use the words gay and lesbian in your society? Are they positive or negative words?

The answer will depend on the training location. In many locations, the word gay has a negative connotation.

What terms exist in your society and cultural context to describe men who love men and women who love women? Are they positive or negative?

The answer will depend on the training location. In some languages, there may not be any terms to describe men who love men and women who love women that have positive connotations, or there may only be a term that refers to men. You can flag this for further discussion later in the module.

Where does the word lesbian come from?

The word lesbian originates from the Greek island of Lesbos. Lesbos was the home of the 6th century BC poet Sappho. She is the first known poet to have written romantic verse about other women.

Thus, women who are attracted to women are called lesbians, and romance between women is termed “Sapphic” romance. Before the 19th century, the word “lesbian” described any derivative of the isle of Lesbos, including a type of wine produced there. “Lesbian” was first used in as an adjective to refer to women in 1890 medical dictionary, where it was used to describe erotic female relationships. The term “lesbianism” was used to refer to women as early as 1870.

Why do we avoid the term homosexual in English?

Throughout much of its history, the term homosexual has been used in a negative manner and associated with deviance and other negative qualities. Today the term has a negative connotation in English and “homo” is a common derogatory slang word. Always use the term the individual you are speaking with uses and avoid using the term homosexual in English unless they use it first.

Bisexual

Do you use the word bisexual in your society? Is it a positive or negative word?

The answer will depend on the training location. In many locations, the word bisexual is not used. You may ask what word is used in that location to describe attraction to more than one gender, if the concept exists..

What are some common misconceptions about bisexuality?

Common misconceptions about bisexuals are that they are confused about whether they are really gay or straight, that they are unable to engage in relationships with only one other person and that they must date people of multiple genders at the same time. Bisexuals face prejudice and stigma from both straight and gay people.

Like people of other sexualities, bisexual individuals may be in long-term relationships or may engage in short-term or no relationships. Being bisexual does not mean you cannot make a long-term commitment to an individual of one gender. The word “capacity” is again critical here.

Also keep in mind that bisexual people may be perceived as gay or lesbian regardless of their personal identity or their current relationship.

Why are bisexual individuals particularly marginalized?

Bisexual individuals may be particularly marginalized because they face discrimination from both heterosexual and gay and lesbian individuals. Some may believe that they could avoid persecution by only engaging in heterosexual relationships. Bisexual populations tend to be particularly invisible in our work.

| Gender | Gender Identity | Gender Expression |
|--|---|---|
| <p>The socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for individuals based on the sex they were assigned at birth.</p> <ul style="list-style-type: none"> • <i>What is the difference between sex and gender?</i> • <i>What idea does your society hold about gender?</i> • <i>(Optional depending on audience and applicability): In your country, is the difference between sex and gender legally recognized, or are they administratively treated as the same?</i> | <p>Each person’s deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth or gender attributed by society.</p> <ul style="list-style-type: none"> • <i>What is the difference between sexual orientation and gender identity?</i> • <i>Who tells us what our gender identity is?</i> • <i>How is a person’s gender identity understood in your cultural context?</i> | <p>The range of cues, such as names, pronouns, behaviour, clothing, voice, mannerisms and/or bodily characteristics, that are used by individuals to interpret the gender of others.</p> <ul style="list-style-type: none"> • <i>Can you give some examples of gender expression?</i> • <i>Why is gender expression important in the context of our work?</i> |

Gender

What is the difference between sex and gender?

If I were walking down the street, you would say I was a man/a woman. How do you know that? Can you see my physical body? No – I am wearing clothes. How do we know what someone’s sex is? We can’t. Instead, you guess their gender identity. How do you do that? You guess their gender identity based on their gender expression: hair, makeup, facial features, facial hair, clothing, manner of walking and other attributes.

We are all taught by our societies, from a very early age, how to identify a “man” and how to identify a “woman.” In many societies, an individual who cannot be classified as a typical man or woman based on their appearance is seen as defying gender norms and may be at risk of stigma, disapproval, discrimination or even persecution because they are gender non-conforming.

What ideas does your society hold about gender?

This is an opportunity to explore stereotypes attached to gender. Common answers are that men and women are expected to play different roles, with women more attached to the home and men to working outside the home. You may also wish to ask how third or non-binary genders are perceived in that location.

[Optional depending on audience and applicability] In your society, is the difference between sex and gender legally recognized, or are they administratively treated as the same?

Answers will vary depending on the location. An example of a country which legally designates between sex and gender is Argentina, which in 2012 passed a Gender Identity law, the first of its kind. However, gender identity laws are complicated: some require surgical procedures or documented infertility before the individual can legally change their gender and/or name. Many human rights organizations have called for governments to remove such requirements. Ask this question only where relevant and if it will contribute to the learning path of the session.

Gender Identity

What is the difference between sexual orientation and gender identity?

Sexual orientation is our attraction to other persons. Gender identity is our internal sense of being a man, woman, another gender or no gender, or how you feel about your gender regardless of your assigned sex or the gender attributed to you by society. We can think of sexual orientation as radiating *outwards towards others* and gender identity *inwards*.

Who tells us what our gender identity is?

Society, communities, family and friends may provide us with information regarding what they believe our gender identity should be. This information is typically based on the sex we were assigned at birth and the gender that was attributed to us by society. However, gender identity is a unique characteristic specific to each individual. Only an individual themselves can know what their gender identity is. No one else can determine your gender identity.

How is gender identity understood in your cultural context?

Answers will vary depending on the location.

Gender Expression

Can you give examples of gender expression?

Examples of how we express gender are through hair, makeup, clothing, names, pronouns and mannerisms.

Why is gender expression important in the context of our work?

Diverse gender expression renders individuals more visible and thus more vulnerable to abuses. It can also lead to the perception that the individual has a diverse sexual orientation or gender identity, even if they do not. If an individual's gender expression does not correspond to their official documents or to the gender attributed to them by society, we may need to assist them with such areas as housing, sanitation facilities, travel, education, livelihoods and health care. In some cases, where possible, they may wish to change the official gender listed on the documentation they were issued by a humanitarian provider or country of asylum or migration.

| Trans/Transgender | Non-Binary | Transition |
|---|---|--|
| <p>Terms used by some people whose gender identity differs from what is typically associated with the sex they were assigned at birth.</p> <ul style="list-style-type: none"> • <i>What does “trans” mean?</i> • <i>How are the terms trans and transgender different? How are they related to the term transsexual?</i> • <i>What is the difference between “transgender” and “gender identity”?</i> • <i>What does it mean to be “gender-diverse”? How is it different from transgender?</i> • <i>What terms do you use for transgender in your context?</i> | <p>An adjective describing people whose gender identity falls outside the male-female binary.</p> <ul style="list-style-type: none"> • <i>What is the gender binary?</i> • <i>Is “non-binary” a term you can assign to individuals whose gender expression you believe falls outside the gender binary? Or do individuals choose to use this term?</i> • <i>What other terms exist in your cultural context to describe non-binary gender?</i> | <p>The process of changing one’s external gender presentation to be more in line with one’s gender identity.</p> <ul style="list-style-type: none"> • <i>What is the difference between “transgender” and “transition”?</i> • <i>What can the process of transition include?</i> • <i>Does everyone who is trans or transgender transition?</i> • <i>Can we ask someone who is trans or transgender if they are transitioning or intend to transition?</i> |

Trans/Transgender

What does “trans” mean?

Trans is a prefix meaning “across,” “beyond,” “through,” or “changing thoroughly.”

How are the terms trans and transgender different? How are they related to the term transsexual?

Trans, transgender and transsexual are all terms that describe an internal sense of gender that differs from the sex one was assigned at birth, whether one is a man, a woman, another gender or no gender. Trans is a shortened version of transgender and which term someone uses is a matter of preference. Transsexual is an older word that is still preferred by some; others may now consider this term outdated or more legalistic in nature. It is commonly used in languages such as Spanish. There are numerous terms in many languages associated with diverse gender identities, and it is important to respect the sovereignty of individuals in defining their own identities. Always follow the lead of the individual.

What is the difference between “transgender” and “gender identity”?

The term gender identity means how you feel about your gender. Everyone has a gender identity. Transgender describes someone whose gender identity does not correspond with the sex they were assigned at birth.

What does it mean to be “gender-diverse”? How is it different from transgender?

Gender-diverse means one does not identify with and/or express the gender attributed by one’s society. Gender-diverse people may dress or act differently than what is associated with the gender attributed to them by society. They may or may not identify as trans or transgender.

What terms do you use for transgender in your society or cultural context?

Answers will vary depending on the location.

Non-Binary

What is the gender binary?

The gender binary is a traditionally Western concept classifying gender into two distinct, supposedly “opposite” forms, labeled men/boys and women/girls. While many cultures have historically recognized a variety of gender identities with corresponding roles in society, these identities may have been suppressed with the spread of Western colonization. As these traditions are rediscovered and scientific understanding evolves, it is clear the gender binary fails to capture the nuances of lived gender experiences.

The gender binary has also historically been used to oppress women and people with diverse genders, preventing them from exercising their human rights and participating as equals in society. Adherence to the gender binary in data collection, services and language (for example, by using male/female pronouns or only referencing men, boys, women and girls) excludes other genders and limits our ability to provide appropriate and respectful assistance.

Is “non-binary” a term you can assign to individual whose gender expression you believe falls outside the gender binary? Or do individuals choose to use this term?

Non-binary is not a term we assign to others based on our perception of them. It is a term some individuals use to describe themselves if their gender identity is outside the male-female binary.

What other terms exist in your cultural context to describe non-binary gender identities?

Answers will vary depending on the location.

Transition

What is the difference between “transgender” and “transition”?

Transgender describes an individual; transition describes a process.

What can the process of transition include?

Transition can include such processes as telling other people about one’s gender identity, changing one’s hair, makeup, clothing, speech, pronouns or legal documents, and/or taking steps to change one’s physical body, such as hormone therapy, silicone implants or surgery.

Does everyone who is transgender transition?

Not all trans/transgender individuals desire or are able to transition. Some people do not wish to transition; some people are unable to transition. There are many barriers to transitioning, including national laws, societal attitudes and a lack of sufficient transition support, especially within the field of healthcare.

Can we ask someone if they are transitioning or intend to transition?

Yes. In some instances, it is important to know whether someone is in the process of transitioning or intends to transition. This can affect many stages of our work. Individuals who are transitioning may need assistance with documentation, housing, sanitation facilities, travel, employment, health care and other processes. We should only ask when we need the information in order to provide assistance, not to satisfy our own curiosity.

| Queer | Sex Characteristics | Intersex |
|---|--|---|
| <p>Traditionally negative, this term has been reclaimed by some people and is considered inclusive of a wide range of diverse sexual orientations, gender identities and expressions.</p> <ul style="list-style-type: none">• <i>In what contexts might you hear the word queer?</i>• <i>In your context, does the word queer has a positive or negative connotation? How does this affect the implicit bias you may have about people who identify as queer?</i>• <i>When should you use the term queer to refer to someone?</i> | <p>Each person’s physical features relating to sex, including chromosomes, gonads, sex hormones, genitals and secondary physical features emerging from puberty.</p> <ul style="list-style-type: none">• <i>How is sex determined at birth?</i>• <i>What are examples of sex characteristics?</i>• <i>What might happen if a baby’s sex cannot be determined based on the physical appearance of their external sex characteristics?</i> | <p>An umbrella term describing a wide range of natural bodily variations that do not fit typical binary notions of male or female bodies.</p> <ul style="list-style-type: none">• <i>After a baby is classified as intersex at birth, what might occur?</i>• <i>Why do we avoid referring to intersex as a medical condition?</i>• <i>Why are intersex individuals included in the LGBTIQ+ acronym, and why are diverse sex characteristics included under diverse SOGIESC?</i> |

Queer

In what contexts might you hear the word queer”?

“Queer” is used in a wide variety of contexts around the world to describe people with diverse sexual orientations, gender identities and gender expressions, and some consider queer shorthand for the acronym LGBT. Traditionally a negative word in the West, queer has been reclaimed as inclusive by some. You may hear the term queer used to describe LGBTIQ+ organizations, movements, magazines, fiction, politics, university courses and programmes. Amongst many examples of queer being used globally, annual queer film festivals

are held in Mumbai and Chennai, India; a leading Iranian diaspora LGBT group is the “Iranian Queer Organization” (<http://www.irgo.org/english/>); South Korea holds several annual Queer Culture Festivals; the Palestinian organization Aswat is a queer feminist movement for sexual and gender freedoms; the Foundation for Lesbian, Bisexual and Queer Women Refugees is based in Nairobi, Kenya; and the South African book series Queer Africa compiles short works that tell the story of what it means to fully human, queer and African (<https://muse.jhu.edu/book/28391>).

In your cultural context, does the word queer have a positive or negative connotation? How does this affect the implicit bias you may have about people who identify as queer?

Answers will vary depending on the location. It is important, when discussing terms that can have derogatory connotations in some societies or cultural contexts, to explore how those connotations can bias a learner in relation to individuals who use those terms to describe themselves. Directing the discussion towards the implications of negative or positive connotations associated with a particular word can help direct the discussion away from debates about whether or not the word should be used by others.

When should you use the term queer to refer to someone?

If the individual you are speaking with uses the word queer, you should also use it. When you do not know how someone identifies, or if the person you are speaking to identifies using another term, you should not use the term queer to describe them. If you are unsure, you can ask, “Is there a particular term you use to describe your [sexual orientation / gender identity]?” Note that the term queer is typically associated with individuals who have diverse sexual orientation, gender identity and expression, but not with intersex individuals.

Sex Characteristics

How is sex determined at birth?

Whoever delivers you, holds you up and says ... “It’s a boy!” “It’s girl!” How do they determine that? By looking at your physical features, which are part of our sex characteristics.

What are examples of sex characteristics?

Sex characteristics include genitals, gonads, reproductive organs and chromosome patterns.

What might happen if a baby’s sex cannot be determined based on the physical appearance of their external sex characteristics?

In cases where sex cannot be determined at birth based on physical appearance, further analysis may be conducted and/or a sex may be assigned based on the recommendation of the care providers.

Intersex

After a baby is classified as intersex at birth, what might occur?

Because their bodies are seen as different, intersex people are at risk of human rights violations including violence, stigmatization and harmful practices. Intersex children may be subjected to surgeries and medical procedures in an attempt to align their appearance with societal expectations about male and female bodies. Surgery and other treatments carried out on children by definition cannot be premised upon informed consent, and there is rarely a medical need for such interventions. Surgery is typically irreversible and can cause a wide range of severe, negative physical and psychological health effects and result in sterilization. Some intersex people feel the procedures forced them into sex and gender categories that did not fit them.

Parents of intersex children often face pressure to agree to surgeries or treatments without being informed of alternatives or potential negative consequences. The rationale for these interventions is frequently based on social prejudice, stigma associated with intersex bodies and administrative requirements to assign sex at birth registration. The UN considers surgery and medically unnecessary treatments on intersex individuals to be fundamental human rights violations. In addition to intersex advocacy organizations, a number of bodies have called for an end to unnecessary surgery and treatment, including the Committee on the Rights of the Child, the Committee Against Torture and the special procedures mandate holders on the right to health and on torture.

Why do we avoid referring to intersex as a medical condition?

Intersex describes natural variations in sex characteristics. Outdated language you may hear in relation to intersex variations includes, “disorders [or differences] of sex development,” and “abnormality” or “defects” of sex. The more respectful terms to use are “intersex characteristics,” “intersex variations” and “intersex traits.”

Why are intersex individuals included in the LGBTIQ+ acronym, and why are diverse sex characteristics included under diverse SOGIESC?

Sexual orientation, gender identity, gender expression and sex characteristics are four distinct aspects of the human experience. Sexual orientation is related to attraction; gender identity is related to one’s internal sense of gender; gender expression is one’s outward manifestation of gender; and sex characteristics are related to the physical body. Despite being distinct characteristics, people with diverse SOGIESC share two important commonalities: all are considered to transgress gender norms, and the human rights abuses they experience are similar. For that reason, individuals with diverse SOGIESC are often viewed as one population of concern, inclusive of intersex people.

| | | |
|---|---|---|
| <p>Gender Non-Conforming</p> <p>Behavior or appearance that is not in alignment with prevailing cultural expectations related to a particular gender. The term can apply to all individuals, regardless of their SOGIESC.</p> <ul style="list-style-type: none"> • <i>What are the prevailing cultural expectations related to gender here [in your society]?</i> • <i>How does your society react if someone doesn't conform to those expectations?</i> • <i>Do all gender non-conforming people have a diverse SOGIESC?</i> | <p>Homo- / Bi- / Trans- / Intersexphobia</p> <p>Fear of gay or lesbian, bisexual, transgender or intersex people, which may manifest in exclusionary behavior, stigma, harassment, discrimination and/or violence.</p> <ul style="list-style-type: none"> • <i>What does the word "phobia" mean in Latin?</i> • <i>What are some examples of homo-, bi-, trans- and intersexphobia?</i> • <i>What does homo-, bi-, trans- and intersexphobia look like in your society?</i> | <p>Heteronormativity / Cisnormativity</p> <p>Viewing heterosexuality or cisgender people as superior; assuming all people are heterosexual or cisgender.</p> <ul style="list-style-type: none"> • <i>What are some examples in your society of hetero- and cisnormativity?</i> • <i>What does hetero- and cisnormativity look like in our work?</i> • <i>What impact could hetero- and cisnormative approaches have on our work with people with diverse SOGIESC?</i> |
|---|---|---|

Gender Non-Conforming

What are the prevailing cultural expectations related to gender here [in your society]?

Answers will vary depending on the location.

How does your society react if someone doesn't conform to those expectations?

Answers will vary depending on the location, but typically individuals who are gender non-conforming will experience some level of stigma, discrimination or harm.

Do all gender non-conforming people have a diverse SOGISC?

Not everyone who is gender non-conforming has a diverse SOGISC. Gender non-conforming people can have any sexual orientation, any gender identity and may or may not be intersex.

Homo-/Bi-/Trans-/Intersexphobia

What does the word “phobia” mean in Latin?

Fear.

What are some examples of homo-, bi-, trans- and intersexphobia?

Examples of homophobia include refusing to shake someone’s hand, refusing to socialize with someone, using verbal slurs when speaking to or about someone, bullying, or hurting someone physically based on their perceived or real sexual orientation, gender identity, gender expression or sex characteristics.

What does homo-, bi-, trans- and intersexphobia look like in your society?

Answers will vary depending on the location.

Heteronormativity/Cisnormativity

What are some examples in your society of hetero- and cisnormativity?

Answer will vary depending on location, but may include examples such as media, film and TV portraying only heterosexual and cisgender people, administrative forms and services designed only for heterosexual and cisgender people, healthcare services designed only for heterosexual and cisgender people, educational systems that provide no reference to non-heterosexual and non-cisgender populations, political institutions that exclude non-heterosexual and non-cisgender people, and so on.

What does hetero- and cisnormativity look like in our work?

Examples may include assuming all individuals are heterosexual and cisgender and designing our communications, forms, questionnaires, interview questions, facilities and services around those assumptions. A concrete example of heteronormativity is asking all men whether they have a wife and all women whether they have a husband, effectively closing the door of opportunity for the individual to disclose their sexual orientation or a same-gender partner. A concrete example of cisnormativity is only providing two gender options on administrative forms.

What impact could hetero- and cisnormative approaches have on our work with people with diverse SOGIESC?

Hetero- and cisnormative approaches to our work can alienate people with diverse SOGIESC from our services and programmes by sending the message that they are not welcome or included.

MODULE 2 EXERCISE



Terminology Bonus Exercise Facilitator's Key

Understanding the below nine terms is key to reading IOM, UNHCR and other documents about people with diverse SOGIESC. Place each term under one of the three categories, briefly noting what the term means and why you placed it there. If you feel a term goes under more than one category, explain why.



WHO YOU LOVE:

SEXUAL ORIENTATION – Your capacity for attraction to another person.

LESBIAN – Women who love women. **GAY** – People attracted to others of the same gender.

BISEXUAL – People attracted to others of more than one gender. **QUEER** – Can describe people with diverse sexual orientations.

WHETHER YOU ARE A MAN, A WOMAN, ANOTHER GENDER, OR NO GENDER:

GENDER IDENTITY – How you feel inside about being a man, a woman, another gender or no gender.

TRANSGENDER – Having a gender identity that differs from the sex you were assigned at birth and/or the gender attributed to you by society.

QUEER – Can describe people with diverse gender identities.

YOUR GENETICS AND/OR PHYSICAL BODY:

SEX CHARACTERISTICS – Sex characteristics may be male, female and/or intersex. A sex of male or female is typically assigned at birth based on physical appearance.

INTERSEX – Natural bodily variations related to sex characteristics (including genitals, gonads, hormones and chromosome patterns) that do not fit typical binary notions of male or female bodies.

TRANSGENDER – (Optional – see above).

MODULE 2 EXERCISE



Terminology Advanced Bonus Exercise Facilitator's Key

1. Same-gender loving (SGL)
2. Homosexual
3. Cisgender
4. Drag
5. Questioning
6. Pride Parade / March
7. Third Gender / Third Sex
8. Civil Union
9. Fa'afafine
10. Outing / Public Outing
11. Heterosexual
12. Gay Bashing
13. The Gender Binary
14. Hate Crimes
15. Ally
16. Agender
17. Pink Triangle
18. Two-Spirit
19. Endosex
20. Hijra
21. Pansexual
22. Pride / Rainbow Flag
23. Asexual ("Ace")
24. GBV (Gender-Based Violence)
- 4 Exaggerated, theatrical and/or performative gender presentation.
- 24 An individual who experiences little or no sexual attraction to others but may experience emotional and/or romantic attraction.
- 3 A person whose gender identity aligns with societal expectations based on the sex they were assigned at birth.
- 20 Sex characteristics that fit typical binary notions of male or female bodies.
- 8 Formal recognition of relationships short of legal marriage.
- 11 A person predominantly attracted to people of a different gender.
- 21 People assigned the sex of male at birth with (South Asian) culturally specific feminine gender identity.
- 15 Assault, injury and/or murder on the basis of certain characteristics.
- 9 A third-gender people of Samoa and the Samoan diaspora.
- 12 Verbal or physical violence against someone perceived to be gay.
- 5 Individuals uncertain about their sexual orientation or gender identity.
- 25 Violent acts targeting people based on their gender/gender expression.
- 19 North American indigenous umbrella term describing individuals occupying gender roles that differ from Western expectations based on assigned sex.
- 17 A term describing people who do not identify with any gender.
- 6 Events celebrating LGBTIQ+ culture and calling for legal or social rights.
- 2 A person who is predominantly attracted to people of the same gender
- 10 A person's diverse SOGIESC made public against their will.
- 16 A person who publicly advocates for LGBTIQ+ human rights
- 1 Used in some queer communities of color as an alternative to LGB.
- 7 Individuals who don't identify as men or women (South Asia).
- 22 People with capacity for attraction to any person, regardless of gender.
- 18 Nazi concentration camp badge used to identify gay male prisoners.
- 23 A symbol of LGBTIQ+ pride.
- 14 The classification of gender into two distinct, supposedly opposite forms of male/masculine and female/feminine.

MODULE 2 GUIDANCE



Tips for Discussing SOGIESC Terminology in Your Context

There is no global glossary of SOGIESC terms; SOGIESC terminology includes both internationally used and context-specific terms. Every community, and every language, has its own terms and ways of contextualizing core SOGIESC concepts. While sexual orientation, gender identity, gender expression and sex characteristics are common to all people, the terms that are used to describe them, and the ways in which they are discussed, will depend heavily on the location, cultural context, nature of the discussion and discussion learners. It's thus critical as the Facilitator that you understand, with some level of nuance, the relevant terms and related concepts in your context prior to holding a training session. It's also critical that you can explain SOGIESC terminology through that lens. Below are suggested ways to prepare for these discussions.

A note of caution: Be mindful of the ways in which discussions about cultural or local context unfold. While terminology and concepts may be different in different locations, human rights – including the human rights of people with diverse SOGIESC – are universal. There is no place in the world where people with diverse SOGIESC do not want or deserve to have their human rights protected and respected. Arguments that advocate against talking about diverse SOGIESC in a particular location due to taboos; claims that people with diverse SOGIESC do not exist in a particular community; and discussions centered on themes of cultural relativism and sovereignty that suggest the rights of people with diverse SOGIESC are dependent on cultural norms; all hinder the universality of human rights and the application of this training to our daily work. As a Facilitator, your role is to focus on the lived experiences of people with diverse SOGIESC in your context and our core obligation to treat everyone with dignity and respect.

Translate the SOGIESC Glossary

Work with colleagues, LGBTIQ+ organizations and the people with diverse SOGIESC whom your programmes serve to translate key terms from the SOGIESC Glossary into relevant languages and to identify additional relevant terms in those languages. Terms that cannot be directly translated or do not have a positive translation can be described instead. Flag derogatory terms so colleagues understand they are inappropriate.

Contextualize Core Concepts

Translating terms and concepts into relevant languages is not enough: it's also important to understand the complex ways in which diverse SOGIESC are conceptualized in your particular country or region. As an example, in some locations gender and sexual orientation are inextricably linked because the definition of man includes attraction to women, and vice versa; this means that someone who experiences same-gender attraction is not considered cisgender, even if the individual does not themselves identify with a diverse gender. In other locations, gender and sexual orientation are separate concepts with space for cisgender individuals to have same-gender attraction. As a facilitator, understanding such distinctions within your context is vital to teaching SOGIESC-related material in ways that can be understood. Colleagues, LGBTIQ+ organizations and the people with diverse SOGIESC your programmes serve can again be helpful in sharing their lived experiences.

Learn the History

Learn the history of people with diverse SOGIESC in the relevant locations to your learners. What have their experiences been? In what ways have they been visible, and in what ways have they been invisible? In what ways have they been hindered from exercising their human rights? How do those histories tie into the way language is used (and stigmatized) today? How does language perpetuate stereotypes, discrimination and inequality?

Use Visual Tools

Visual tools help learners engage with complicated concepts and aid in learning retention. Visual tools showcasing recommended terminology in relevant languages can support discussions. Look for videos in relevant languages and consider creating posters or other visual aids showcasing key terms.

MODULE 2 EXERCISE



Sexual Orientation, Gender Identity, Gender Expression and Sex Characteristics (SOGIESC)

Overview

The Sexual Orientation, Gender Identity, Gender Expression and Sex Characteristics (SOGIESC) exercise helps learners better understand the difference between these four distinct areas and where the concepts represented by the acronym “LGBTIQ+” fit within them. The exercise also helps learners understand their own associations with the terminology and reinforces the reality that they apply to all of us.

Exercise Length

60 minutes. 20 minutes for the introduction and activity; 40 minutes for the debrief

Materials Needed

- The SOGIESC PowerPoint slides in the Module 2 Presentation
-

Facilitator’s Notes

One of the most difficult concepts to understand in the Terminology Board Game is the difference between sexual orientation, gender identity, gender expression and sex characteristics.

Learners may find it especially difficult to differentiate between gender identity and sexual orientation, especially given that for many people the two concepts are closely related. For instance, in some societies, the definition of “men” includes attraction to women. Men who are attracted to other men may be considered a third gender, regardless of how they personally identify; in extreme instances, they may be pressured to transition to female in order to validate their same-gender attraction by aligning it with a heteronormative narrative.

Sexual orientation and gender identity can also be confusing because both refer to internal identities that one recognizes oneself, and both can manifest externally – sexual orientation in a person’s relationships with others, and gender identity in a person’s gender expression. We describe sexual orientation as radiating outwards towards other people and gender identity as radiating inwards to the self, but both have internal and external elements.

Finally, it is not uncommon for learners to use the terms “sex” and “gender” interchangeably and to approach both from a binary perspective with close attachment to individuals who are assigned the sex of female identifying as women and individuals who are assigned the sex of male identifying as men. Learning that sex is not always accurately assigned; that sex and gender are two distinct concepts; that nearly one in every fifty individuals has sex characteristics that don’t align with typical male and female bodies; and that transgender men and women are in fact men and women; are all new ideas that take time even for learners with gender expertise to absorb.

The context in which you're conducting training is important. This exercise does not seek to override viewpoints about diverse SOGIESC or offer just one way to look at the four areas, either individually or in relation to one another. However, the assistance we give individuals engaged in same-gender relationships is typically different than the assistance we give individuals who are transgender. Thus, understanding the difference between the terms is relevant and important to protection outcomes.

The SOGIESC exercise reviews the four areas through a diagram in the Module 2 presentation. The diagram not only helps learners distinguish between the areas, but also helps them unravel the differences between lesbian, gay, bisexual, transgender, intersex and queer, which they will see often while learning more about this subject. The diagram also demonstrates the complexity of sexual orientation, gender identity, gender expression and sex characteristics and helps explain why the acronym LGBTIQ+ is not all-encompassing of SOGIESC terms.

For training locations where LGBTIQ+ and SOGIESC terminology is not used outside the training or our guiding documents, the diagrams provide another opportunity for learners to better understand these new words and phrases ahead of discussing the words and phrases they use in their communities and languages after this exercise.

Beyond this exercise, it is helpful to remind learners throughout the training of the differences between sexual orientation, gender identity, gender expression and sex characteristics, and to gently correct them when they mix up the terms during discussions, which may happen often. You can do this by addressing the group in this way:

Let's review terminology again, because it can be really tricky. Sexual orientation describes our attraction to other people. Gender identity describes our internal sense of gender, or how we feel inside about our gender – whether we are men, women, another gender or no gender. Gender expression is the cues we give others about our gender through our appearance, behaviour and speech. Sex characteristics describe our physical bodies.

MODULE 2 EXERCISE



SOGIESC Scenarios

Overview

The SOGIESC Scenarios exercise teaches learners we should not assume someone's sexual orientation, gender identity, gender expression or sex characteristics based on knowledge of some characteristics, and that we cannot tell someone has a diverse SOGIESC by the way they look, dress, act or speak.

Exercise Length

15 minutes

Materials Needed




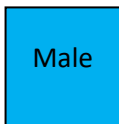
- The SOGIESC Scenarios PowerPoint slides in the Module 2 Presentation

Facilitator's Notes

This exercise is important because many learners will believe they have never met someone with diverse SOGIESC or that they will know someone has diverse SOGIESC just by looking at or talking to them. This exercise deconstructs those assumptions and reinforces the previous learning points on stereotypes and bias.

Alternative Facilitation Idea! The Quadrant Exercise

Another way to facilitate the exercise is to prepare papers with four quadrants drawn on them. Each quadrant should be labeled with one term. Have the learners form small teams and give each team a sheet. Go through each scenario as in the presentation script, having the teams take notes in the corresponding quadrants. Then, ask them to fill in the blank quadrant and share what they wrote. This should lead to the same questions and conclusions as in the script – you cannot know one characteristic based on knowledge of other characteristics.

| | |
|---|--|
|  Sexual Orientation |  Gender Identity |
| Gender Expression  | Sex Characteristics  |

MODULE 2 GUIDANCE



A Closer Look at Gender Identity and Gender Expression



One concept that many learners have difficulty understanding is the difference between gender identity and expression. This page is intended to help you better understand the difference between the two concepts so you can explain it to learners during the “Gender Identity and Expression” slides in the SOGIESC exercise and throughout the training session.

Gender identity is how you feel internally about your gender.

Gender expression can be thought of as how you express yourself externally.

However, it is important to keep in mind that these two aspects don't always align with each other, or with what society deems appropriate. In our work, we should always keep in mind that we cannot accurately determine someone's gender identity based on their gender expression.

"Feminine" Men and "Masculine" Women

In Maria's society, long hair is considered feminine while short hair is considered masculine. However, she prefers short hair because she finds it easier to style. She still considers herself feminine and a woman, but others may perceive her as more masculine because of her short hair.

A more abstract example is that, in some cultures, caring for children is considered “women’s work” and men are not expected to engage in caregiving roles. However, Abdul wants to be a part of raising his newborn son. He may be seen by some as less masculine, even though he feels that being a good, caring father is an important part of his masculinity. Even though something like child-raising is less visible than a hairstyle, gender expression is also interpreted based on our interactions with others.

Cultural Differences in Gender Norms

In Maria's society, long hair is associated with femininity. But we know this isn't true for all societies. In some cultures, men also have long hair, such as among Sikh men, some Jewish men, and some Indigenous groups in North America. In other cultures, or religious traditions, hair is expected to be covered or shaved, and the way it is worn typically differs by gender. Someone from a culture like Maria's might interpret men with long hair as more feminine, while the men themselves might feel their long hair represents their own cultural ideals of masculinity.

Gender norms differ in more fundamental ways between cultures as well. What is considered appropriate for men in one cultural context, such as showing affection towards, or holding hands with, other men, may be

considered inappropriate and even result in violence against them in another cultural context. Because we are multicultural organizations, we need to be especially careful about making assumptions based on our own culture context.

Incorrectly Perceiving or Interpreting Gender Expression

We have control over some parts of our gender expression, such as hairstyles, whether or not we wear makeup, the types of jewelry we wear and our clothing. However, there are also parts of our gender expression that aren't as easily controlled, such as our mannerisms that may be perceived as more masculine or feminine, our voice pitch and the way we walk. In some cultures, for example, a boy who isn't good at sports may be teased for being feminine even though he does not identify as female.

We may also be unsure what someone is trying to convey through their gender expression. For example, if someone comes into our office and we are not sure what their gender is, we might look at their identity documents. However, identity documents typically list the sex that was assigned at birth and not the individual's current gender identity. Thus, we may misgender the individual by assuming they identify with what is listed on their ID.

If we are not sure how to refer to someone, we should ask them in a private and confidential way how they identify. We can let them know that the UN does not discriminate against people with diverse gender identities and that they are welcome to share the information with us.



MODULE 3

GLOBAL OVERVIEW

Amani's Story

Amani, 38, fled Libya after her family found out she was gay and threatened to close down her business. A lack of financial, social and other support from family and communities can leave many LGBTI people vulnerable. Gay women are especially at risk in societies where women have inferior social and economic status. Cut off from her family, Amani sought asylum in Italy. "I was sad and crying in my room," she recalls. "I wanted my privacy, but I was sharing with three girls. You had to be careful who you spoke to. I felt like I was alone and hiding my identity because I was afraid people would attack me. But, after a few months, I started to speak with my case worker and open up about why I was there."

In an effort to reach out, Amani began cooking for her fellow refugees and eventually started a catering service, which still operates today. She hopes her latest venture, a group offering support and advice to female gay asylum-seekers in Italy, will make life easier for those who flee hardship at home.

"It's like my mission," says Amani. "Because I couldn't find anyone to help me when I arrived here. Maybe now we can do something."



MODULE 3 EXERCISE



Global Overview Quiz

Overview

The **Global Overview Quiz** serves as an introduction to some of the barriers and human rights abuses people with diverse SOGIESC face around the world. While brief, the quiz educates learners about the widespread criminalization of same-gender relationships and diverse gender identities, the range of human rights abuses prevalent in many States, the actors who persecute people with diverse SOGIESC, the reasons crimes go unreported, the intersection of sexual orientation, gender identity and sex characteristics in relation to perception and persecution, and the approach of the UN to LGBTIQ+ human rights. The Bonus Quiz, Guidance and videos all serve to further expand the knowledge of the learners on the needs and rights of people with diverse SOGIESC.

Exercise Length

1 hour 20 minutes. 15 minutes for description and quiz completion; 105 minutes to discuss quiz.

Materials Needed

- Global Overview Quiz (*in the Workbook*)
 - Global Overview Guidance (*in the Workbook*)
-

Exercise Debrief

Much of this information contained in this module will be new to the learners, and the quiz debrief will introduce them to many new and important concepts. Thus, it is important that you follow the recommended script in the presentation Notes as you debrief the quiz.

As you facilitate the answers to the quiz questions, give learners the opportunity to share their answers before sharing with them the correct answer. Talk about why learners chose the options they did, and ensure you give comprehensive explanations of the correct answers.

Alternative Facilitation Idea! Team Debrief

Another way to facilitate the Global Overview Quiz is to have learners complete it individually, then discuss it with the other learners at their table. This gives them an opportunity to first test their own knowledge of SOGIESC issues, then debate the quiz answers together and hear one another's thoughts and ideas about the quiz content. After the teams discuss the quiz and agree on their final answers, you can return to plenary and share the answers as well as background information through the presentation. While this method of facilitating the quiz adds time to the exercise, it is a great way to promote interaction between the learners and allow those learners who might be less inclined to speak in front of a large group the opportunity to share their thoughts in a smaller and safer team environment.

MODULE 3 EXERCISE



Global Overview Bonus Quiz

- 1. As of 2014, in how many countries do people with diverse SOGIESC experience abuse, trauma, murder and arbitrary arrest without response or protection from the state, according to Heartland Alliance?**
 - ~~a. More than 70~~
 - b. More than 130
- 2. According to the 2020 European Union Report, “A long way to go for LGBTI equality,” the group reporting the highest numbers of assaults within the previous five-year period due to their real or perceived SOGIESC was:**
 - ~~a. Gay and bisexual men~~
 - ~~b. Lesbian and bisexual women~~
 - ~~c. Transgender individuals~~
 - d. Intersex individuals
- 3. More than half the countries with laws criminalizing same-gender consensual sexual relations adopted those laws as a result of what?**
 - ~~a. Religious extremist political parties~~
 - b. European colonialism
 - ~~c. Regional agreements among states~~
- 4. In what year was the first debate about SOGIESC human rights held at the UN Human Rights Council?**
 - ~~a. 2003~~
 - b. 2011
- 5. When did the last European country repeal laws criminalizing same-sex conduct?**
 - ~~a. 1998~~
 - b. 2014 (Northern Cyprus)
- 6. In 2011, which country became the first to recognize a third gender on its national census?**
 - ~~a. The United States~~
 - b. Nepal
 - ~~c. Sweden~~

7. **Until at least 2009, what test was used on some asylum-seekers in the Czech Republic to “prove” sexual orientation claims?**
- a. ~~The Epstein Sexual Orientation Inventory (ESOI) test~~
 - b. Plethysmography (connecting a device to genitals to measure arousal in reaction to pornography)
8. **Which of the following countries has not decriminalized same-gender relations as of 2020?**
- a. ~~Gabon~~
 - b. ~~Botswana~~
 - c. Kenya
9. **In jurisdictions such as Australia, the USA, UK and the European Union, asylum-seekers with diverse SOGIESC:**
- a. ~~May be denied asylum, returned to their countries of origin and told to “exercise discretion.”~~
 - b. ~~May be allowed temporary status if they can prove they were “out” in their country of origin.~~
 - c. May be granted asylum on the basis that suppressing their sexual orientation or gender identity denies them the fundamental right to be who they are

The following background information is relevant if you are training individuals working in RSD or asylum: This has been an **important development** in asylum jurisprudence. In the past, if you had not disclosed your sexual orientation or gender identity, an asylum country might tell you to go back to where you came from and remain discrete so no one would persecute you. Today, we recognize that forcing someone to **conceal** their sexual orientation or gender identity is in and of itself a form of persecution. Concealment is psychologically damaging. It causes low self-esteem, depression and isolation. Also keep in mind that an individual cannot **reasonably** be expected to conceal their identity or orientation for the remainder of their life. Regardless of their efforts, their society may perceive them as LGBTIQ+. That perception can put them in grave danger.

Sur place claims may arise due to events that occurred in the individuals’ country of origin since their departure or as a consequence of the individuals’ activities since leaving their country. Practically speaking, this usually means either that since they left their country of origin they “came out,” and now cannot return because they would either face persecution or be forced to conceal their sexual orientation or gender identity, or that, since they left, something occurred there that would put them in danger if they returned. For instance, if after departing anti-homosexuality legislation were adopted, they might feel they could not safely return.

10. **According to the Movement Advancement Project, who faces the highest rates of intimate partner violence?**
- a. ~~Gay men~~
 - b. ~~Lesbian women~~
 - c. Bisexual persons

MODULE 3 EXERCISE



Conducting a Local Analysis

Overview

The **Conducting a Local Analysis** exercise, while brief, serves to introduce learners to the idea that, while they can learn about global issues through this training, what is occurring locally will typically be more important to their work. The case study provided in this exercise introduces the learners to a complex situation in which a local analysis is useful and begins their thought process on how a local analysis should be conducted, what it should entail, and why it could be important to their work.

Exercise Length

10 minutes.

Materials Needed

- Case Study (*in presentation*)
-

Alternative Facilitation Idea!

This exercise is designed to be done in plenary as a large group and over the span of ten minutes. However, there are other ways it can be facilitated if you would like to place extra emphasis on the topic. The learners have the case study and the questions the facilitator asks in their Workbook. Instead of asking the learners to read the case study on the screen and then prompting the group with questions, you can have the learners turn to the relevant page in their Workbook and work on the case study and questions either independently, as part of a small team, or split into groups based on their office location or area of work. You can then draw the learners back into plenary to discuss what they learned.

MODULE 3 GUIDANCE



Tips for Inviting an Expert to Speak at Your Training Session

One of the most useful components you can add to a training session is a presentation by a local, regional or diaspora organization. Experts from external organizations can supply context for learners, provide them with an opportunity to meet people who openly have a diverse SOGIESC, and enhance discussions about relevant concepts and terminology in the local languages or on a specialized topic. By Module 3, the learners will have a solid foundation in SOGIESC terminology and issues and be able to actively engage with an external expert.

Inviting an Expert to Speak

There are several ways to approach the inclusion of an external expert. Most Facilitators invite an expert to join the training session and give a presentation and answer questions. This can be done during a module or in between modules. Other Facilitators may ask an expert to attend part, or all, of a day and give a presentation at some point in the day. This provides the learners with an opportunity to get to know the expert better and more time throughout the day to ask them questions. The Facilitator should in this instance make sure that the presence of someone from outside their organization will not deter the learners from fully participating.

Inviting an Expert to Co-Facilitate

Another approach Facilitators might take is to invite an external expert to co-lead one or more training modules with them. Again, it's important to make sure that the presence of an outside organization won't deter learners from fully participating. It's also critical that the Facilitator coordinates the content that will be taught with the external expert and ensures their approach to teaching is thematically in line with the training package. An example of a coordinated training session is a session in which the IOM or UNHCR Facilitator presents Modules 1 and 2; the IOM or UNHCR Facilitator and the external expert co-facilitate Module 3, with the external expert adding information about issues in the local context; and then the external expert presents a session on the local context and/or a thematic topic. In this case, Module 4 would be either moved to day 2 or skipped in order to accommodate the extra content.

Determining Who to Invite

When determining who to invite to a session, it's useful to start with established partners. If the office does not have established relationships with LGBTIQ+/SOGIESC experts or organizations, you might seek advice from other UN agencies or government partners on their contacts and recommendations. In some environments, there will be a wide variety of organizations representing different people, in which case you may wish to invite several experts to speak, or invite an expert to speak about issues which may not be as well known to the learners. For instance, in some locations there may be separate organizations for gay men, lesbian and bisexual women, transgender and non-binary people, and intersex people. There may also be organizations representing health issues, children, older people, people with diverse SOGIESC who have disabilities, and other individuals with diverse SOGIESC. Inviting adequate representation is an important way to ensure that marginalized voices are not overlooked.

Honorariums

It is important to remember that organizations may charge a speaking honorarium or fee or expect to have their expenses reimbursed for their participation. It is useful to clarify from the outset what the expectations are.

Alternatives to an Expert Speaker from a LGBTIQ+/SOGIESC Organization

In a limited number of locations, there may be no SOGIESC-specific organizations that are able or willing to speak at a training session. In this case, you have several options: invite an organization that has some involvement in SOGIESC issues, for instance a human rights organization; invite a colleague from an embassy who has some involvement in SOGIESC issues from a diplomatic perspective; invite a national colleague who openly has a diverse SOGIESC to speak about their experiences and knowledge of that location; or, invite a regional or diaspora organization to speak to the learners by video. Video can be a useful way to humanize the issues while ensuring no one is put at risk locally by publicly speaking at a training session.



MODULE 4

INTERNATIONAL LAW

Oleg's Story

After growing up victimized by harassment and bullying, Oleg fled to Kyiv in the summer of 2014 as fighting got closer to his home. For many gay, bisexual, transgender, intersex and queer (LGBTIQ+) people in Ukraine, where homosexuality was only legalized in 1991 and is still considered taboo, displacement caused by conflict in the east has brought the problems of discrimination closer to home. Without the protection of their homes, local community, family and friends, many are exposed to the harsh realities of being denied somewhere to live or work because of their sexuality. Others have been subjected to harassment, violence and abuse. In the city of Donetsk, which was taken from government control in April 2014, many internally displaced LGBTIQ+ people have decided to flee to Kyiv where a degree of protection is offered by the NGO Insight.

Module 4 cover photo: Oleg, an internally displaced gay 22-year-old drama student from Donetsk, visits the Museum of Western and Oriental in Kyiv.



MODULE 4 EXERCISE



International Law Match-Up Game

Overview

The **International Law Match-up** and corresponding Bonus Exercise ask learners to consider in-depth whether existing international law addresses the various forms of discrimination and persecution that people with diverse SOGIESC face across the world today. A team-based match-up exercise and review of the various forms of persecution and discrimination learners learned in Module 3 will strengthen their knowledge of both international law and the need to position SOGIESC issues within a human rights framework.

Exercise Length:

50 minutes. 5 minutes for instructions; 25 minutes for team activity; 20 minutes for group discussion.

Materials Needed

- International Law Card Pack (*one pack of twelve cards per team of up to four learners, following these instructions; cards must be printed and cut out; it is recommended the Facilitator laminate the cards for re-use*)
- Notecards (*six cards per team of up to four learners, following these instructions; cards must be printed and cut out, and should not be laminated*)
- List of Rights Violations and Discrimination (*one per learner; in the Workbook*)

Alternative Facilitation Idea!

The standard exercise debrief is outlined in the presentation slide notes and uses the International Law Match-Up Facilitator's Key, Standard Version, that follows the card pack.

If you are training a legal audience and need to place more focus on these legal instruments, you can go through the list of rights violations and discrimination one by one, asking where the teams placed each item. See the Facilitator's Key Alternate Version following the exercise card pack for the suggested answers. Note this will take significantly more time than the allotted 20 minutes and is only recommended if you wish to place special focus on international legal instruments and have time in your training schedule to do so.

See the Case Law Module under Thematic Topics for further content for audiences with a legal focus

Universal Declaration of Human Rights

Articles 1, 2 and 3: All human beings are born free and equal in dignity and rights.... Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.... Everyone has the right to life, liberty and the security of person. No one shall be held in slavery.

Articles 9 and 12: No one shall be subjected to arbitrary arrest, detention or exile.... No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour or reputation.

Article 16: Men and women of full age ... have the right to marry and to found a family. They are entitled to equal rights as to marriage.

Article 19: Everyone has the right to freedom of thought and expression.

Article 20(1): Everyone has the right to freedom of peaceful assembly and association.

Convention against Torture and Other Cruel, Inhuman or Degrading Treatment

Article 1(1): For the purposes of this Convention, the term “torture” means any act by which severe pain and suffering, whether physical or mental, is intentionally inflicted on a person for such purposes as obtaining from him or a third person information or a confession, punishing him for an act he or a third person has committed or is suspected of having committed, or intimidating or coercing him or a third person, or for any reason based on discrimination of any kind, when such pain or suffering is inflicted by or at the instigation of or with the consent or acquiescence of a public official or other person acting in an official capacity. It does not include pain or suffering arising only from, inherent in or incidental to lawful sanctions.

Article 2(1): Each State Party shall take effective legislative, administrative, judicial or other measures to prevent such acts of torture in any territory under its jurisdiction.

Convention Relating to the Status of Refugees

Article 1 A(2):

For the purposes of the present Convention, the term “refugee” shall apply to any person who (...) owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.

Article 33(1): No Contracting State shall expel or return (*refouler*) a refugee in any manner whatsoever to the frontiers of territories where his life or freedom would be threatened on account of his race, religion, nationality, membership of a particular social group or political opinion.

International Covenant on Civil and Political Rights

Article 2(1): Each State Party ... undertakes: (a) to ensure that any person whose rights or freedoms as herein recognized are violated shall have an effective remedy ... thereto determined by competent judicial, administrative or legislative authorities.

Article 6(1): In countries which have not abolished the death penalty, sentence of death may be imposed only for the most serious crimes in accordance with the law in force at the time.

Article 9, 10 and 14: Anyone arrested or detained on a criminal charge shall be brought promptly before a judge ... and shall be entitled to a trial within a reasonable time or to release ... all persons deprived of their liberty shall be treated with humanity and with respect ... all persons shall be equal before the courts and tribunals ... and everyone shall be entitled to a fair and public hearing by a competent, independent and impartial tribunal.

Article 26: All persons are ... entitled [to equal rights] without ... discrimination ... on any ground such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

International Covenant on Economic, Social and Cultural Rights

Article 1: All people have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

Articles 6, 7, 9, 11(1), 13 and 15: The State Parties to the present Covenant recognize the right to work, which includes the right of everyone to the opportunity to gain his living by work which he freely chooses or accepts ... the right of everyone to the enjoyment of just and favourable conditions of work ... to social security, including social insurance ... to an adequate standard of living for himself and his family, including adequate food, clothing and housing, and to the continuous improvement of living conditions ... to education ... [and] to take part in cultural life.

Article 12(1): The State Parties to the present Covenant recognize the right of everyone to the enjoyment of the highest attainable standard of physical and mental health.

Convention on the Rights of the Child

Article 2: State Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

Article 9(1): States Parties shall ensure that a child shall not be separated from his or her parents against their will.

Article 16(1): No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family or correspondence, and no unlawful attacks on his or her honour and reputation.

Article 24(1), 26(1) and 28(1): States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health ... the right to benefit from social security, including social insurance ... [and] to education.

**Rights Violations or Discrimination Disallowed by this
Declaration, Covenant or Convention**

**Rights Violations or Discrimination Disallowed by this
Declaration, Covenant or Convention**

MODULE 4 EXERCISE



International Law Match-Up Facilitator's Key, Standard Version

Suggested Assignments for Each Legal Instrument

Universal Declaration of Human Rights

Murder

Public shaming and negative stereotypes

Harassment and Abuse

Public Outing

Hate crimes

Torture, including rape

Blackmail and extortion

Bullying in school or the workplace

Targeting through social media and GPS-enabled applications, including by government security services

Family violence, including abuse, forced marriages, honour killings and incest

Refoulement

Arbitrary arrest and detention, and heightened abuse in detention or prison

Attacks on advocates and organizations

Suppression of the right to free speech

Denial of the right to live openly

Denial of the right to live together (family unity) and the right to marry

Limited rights to adoption, surrogacy and custody

1951 Convention Relating to the Status of Refugees

Denial of the right to live together (family unity)

Denial of or limited access to health care, education, housing and social services

Discrimination in hiring and summary dismissal from employment

Refoulement

Convention against Torture and Other Cruel, Inhuman or Degrading Treatment

Hate crimes

Torture, including rape

Family violence, including abuse, forced marriages, honour killings and incest

Corrective rape and marital rape

Forced medical treatment

International Covenant on Civil and Political Rights

Murder

Criminalization

Arbitrary arrest and detention, and heightened abuse in detention or prison

Limited or no access to police protection or assistance

Limited or no access to mechanisms for reporting human rights violations and accessing justice

Denial of the right to a fair trial

International Covenant on Economic, Social and Cultural Rights

Denial of or limited access to health care, education, housing and social services

Discrimination in hiring and summary dismissal from employment

Convention on the Rights of the Child

Public shaming and negative stereotypes

Harassment and Abuse

Public outing

Bullying in school or the workplace

Limited rights to adoption, surrogacy or custody

Denial of or limited access to health care, education, social services, housing, etc.

MODULE 4 EXERCISE



International Law Match-up Facilitator's Key, Alternate Version

Suggested Assignments for Each Form of Rights Violation or Discrimination

| Rights Violation or Discrimination | Suggested Relevant Legal Instrument(s) |
|--|--|
| Murder | UDHR, ICCPR |
| Public shaming and negative stereotypes | UDHR, CRC |
| Harassment and Abuse | UDHR, CRC |
| Public outing | UDHR, CRC |
| Hate crimes | UDHR, CAT |
| (depending on the nature of the crime) | |
| Torture, including rape | UDHR, CAT |
| Criminalization | ICCPR |
| Arbitrary arrest and detention, and heightened abuse in detention and prison | UDHR, ICCPR |
| Limited or no access to police protection or assistance | ICCPR |
| Limited or no access to reporting and justice mechanism | ICCPR |
| Denial of the right to a fair trial | ICCPR |
| Denial of or limited access to health care, education, housing, etc. | ICESCR, 1951C (for refugees), CRC |
| Discrimination in hiring and summary dismissal from employment | ICESCR, 1951C (for refugees) |
| Bullying in school or the workplace | UDHR, CRC |
| Targeting through social media and GPS-enabled applications, including by government security services | UDHR |
| Family violence, including abuse, forced marriages, honour killings and incest | UDHR, CAT, CRC |
| Corrective rape and marital rape | CAT |
| Blackmail and extortion | UDHR |
| Refoulement | UDHR, 1951C (for refugees) |
| Forced medical treatment | CAT |

| | |
|---|----------------------------|
| Attacks on advocates and organizations | UDHR |
| Suppression of the right to free speech | UDHR |
| Denial of the right to live openly | UDHR |
| Denial of the right to live together (family unity) | UDHR, 1951C (for refugees) |
| Denial of the right to marry | UDHR |
| Limited rights to adoption, surrogacy and custody | UDHR, CRC |

Abbreviations

UDHR: Universal Declaration of Human Rights

CRC: Convention on the Rights of the Child

ICCPR: International Covenant on Civil and Political Rights

CAT: Convention Against Torture

ICESCR: International Covenant on Economic, Social and Cultural Rights

1951C: 1951 Convention on the Status Relating to Refugees

MODULE 4 EXERCISE



Bonus Exercise – Rights Violations

Fill in the right that has been violated in the blank space provided. The choices are listed on the next page.

- Murder** violates the right to: 4. Life; 5. Security of person; 10. Freedom from torture
- Public shaming and negative stereotypes** violate the right to: 6. Privacy; 25. Participate in public life; 26. Participate in cultural life; 32. Bodily and mental integrity
- Harassment and abuse** violate the right to: 5. Security of person
- Outing** violates the right to: 5. Security of person; 6. Privacy
- Hate crimes** violate the right to: 4. Life; 5. Security of person
- Torture, including rape**, violates the right to: 5. Security of person; 10. Freedom from torture and cruel, inhuman and/or degrading treatment or punishment
- Criminalization** violates the right to: 3. Recognition before the law; 33. Freedom from criminalisation and sanction
- Denial of the right to police protection** violates the right to: 5. Security of the person; 28. Effective remedies and redress; 30. State protection
- Denial of the right to reporting and justice mechanisms** violates the right to: 28. Effective remedies and redress; 29. Accountability
- Arbitrary arrest and detention** violate the right to: 7. Freedom from arbitrary deprivation of liberty; 30. State protection
- Heightened abuse in detention or prison** violates the right to: 9. Treatment with humanity while in detention
- Denial of the right to a fair trial** violates the right to: 8. The right to a fair trial; 31. Legal protection
- Denial of or limited access to health care, education, housing and social services** violates the right to: 13. Social security and to other social protection measures; 15. Adequate housing; 16. Education; 17. The highest attainable standard of health; 18. Protection from medical abuses
- Discrimination in hiring and summary dismissal from employment** violates the right to: 12. Work; 14. An adequate standard of living; 34. Protection from poverty
- Bullying in schools or within the workplace** violates the right to: 12. Work; 14. An adequate standard of living; 16. Education
- Targeting through social media and GPS-enabled applications** violates the right to: 5. Security of person; 6. Privacy; 36. Enjoyment of human rights in relation to information and communication technologies
- Family violence, including abuse, forced marriages, honour killings and incest** violates the right to: 4. Life; 5. Security of person; 10. Freedom from torture
- Corrective rape and marital rape** violate the right to: 5. Security of person; 10. Freedom from torture; 32. Bodily and mental integrity

19. **Blackmail and extortion** violate the right to: *5. Security of person; 6. Privacy; 14. An adequate standard of living*
20. **Refoulement** violates the right to: *5. Security of person; 23. Seek asylum*
21. **Forced medical treatment** violates the right to: *5. Security of person; 10. Freedom from torture; 17. The highest attainable standard of health 18. Protection from medical abuses; 32. Bodily and mental integrity*
22. **Attacks on advocates and organizations** violates the right to: *19. Freedom of opinion and expression; 20. Freedom of peaceful assembly and association; 27. Promote human rights*
23. **Suppression of the right to free speech** violates the right to: *19. Freedom of opinion and expression*
24. **Denial of the right to live openly** as a person with diverse SOGIESC violates the right to: *19. Freedom of opinion and expression; 21. Freedom of thought, conscience and religion*
25. **Denial of the right to live together** as a same-gender couple violates the right to: *6. Privacy; 24. Found a family*
26. **Denial of the right to marry** a person of the same gender violates the right to: *3. Equality before the law; 24. Found a family*
27. **Limited rights to adoption, surrogacy and custody** violates the right to: *3. Equality before the law; 24. Found a family*



MODULE 5

INCLUSIVE COMMUNICATION

Gabriela's Story

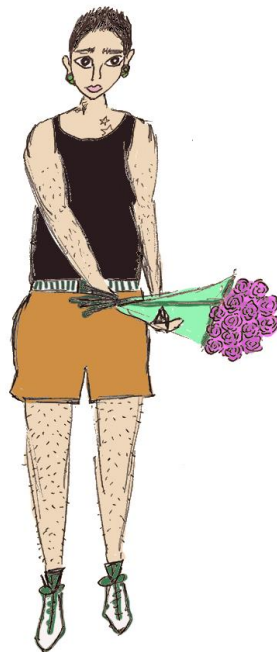
"I walked 25 days to arrive in Ecuador. The journey was very difficult. I slept on the road many times. I faced discrimination because of my sexual orientation and sometimes didn't get the help that I needed for the same reason".

Gabriela left Venezuela in search of better jobs opportunities. During her journey, she was often attacked and insulted.

"All that I knew is that I wanted to arrive in Ecuador, find a job and send money to my mother in Venezuela," she recalls.

"One day on my journey I was starving, I thought I was going to die, and a Colombian woman gave me something to eat. I will never forget that."

In Ecuador, IOM and partners provide support to help the LGBTIQ+ population from Venezuela integrate into Ecuadorian society.



MODULE 5 EXERCISE



Mock Scripts

Overview

The **Mock Scripts** exercise presents hypothetical interactions between an interviewer and a person with diverse SOGIESC and asks learners to decide to how that interaction could be improved in relation to tone of voice, spoken language and body language. By learning through observation and discussion, learners will be better prepared to interact with people with diverse SOGIESC in their own environments. This exercise also lays the groundwork for a review of our core obligations, discussions about bias and microaggressions and an introduction to the three simple actions we can take to ensure inclusive communication, including how to respond respectfully when someone shares their diverse SOGIESC with us. Finally, this exercise will prepare the learners to carry out their own interactions in the Paired Role-Play exercise, if it is being facilitated.

Facilitators should modify the scripts as necessary to reflect situations that are relevant to your learners while retaining the core learning points. There are a multitude of ways we assist asylum-seekers, migrants, refugees and other people on the move, and all can be incorporated into a simple scenario. Feel free to share your modifications with us so we can add them as variations to the training package!

Exercise Length

For the Mock Scripts: 1 hour 10 minutes – 25 minutes to read each script and 10 minutes to discuss each script; for all exercise-related presentation slides: 1 hour 30 minutes.

Materials Needed

- Mock Scripts (*in the Workbook*)
- *Optional*: electronic buzzers

Alternative Facilitation Idea! Small Groups and Buzzers

If you do not want to have the learners read the scripts in plenary, you can have learners read them together in small groups, debriefing with one another after and then discussing in plenary.

Some Facilitators have used electronic buzzers to make this exercise more fun and interactive. You can place one buzzer on each table and ask the learners to hit it each time they think the interviewer said something inappropriate, then discuss each line as you read. Alternatively, the actors can read through the script once, giving the learners a chance to hear it in full, then read it again and have learners buzz when they hear inappropriate language. If you want to use this method but do not have access to electronic buzzers, you can ask the learners to raise their hand, call out, or make a particular noise every time the interviewer does or says something that is inappropriate. This is a fun way to turn the Mock Scripts exercise into a game and keep learners on their toes.

MODULE 5 EXERCISE



Mock Scripts

SCRIPT ONE

Color Key: Text in *green* or followed by a (G) is appropriate. Text in *red* or followed by an (R) is inappropriate or could be improved. Text in *gray* or italics that follows a script line explains why a statement is appropriate, inappropriate or needs improvement and makes suggestions for the Facilitator to discuss with the learners.

Introduction: Listen while we read the following script of a meeting between an interviewer and a 25-year-old individual named Reem. Reem has come to receive a status update on her application for a livelihoods programme. Highlight points where the interviewer could have phrased the question better or asked an inappropriate question. Note why you feel this way for the group discussion.

Interviewer: Hello. How can I help you today? (G)

Reem: Hello. I am here to talk to you about my situation. I am waiting to see if I am eligible for the livelihoods programme. It's taking a very long time to find out.

Interviewer (*not looking at Reem and distracted by the computer*): Can you give me your application number? (R)

The interviewer should confirm they have heard Reem and express empathy and understanding with a phrase such as "I understand" or "I sympathize."

Reem: It is 560135.

Interviewer: Thank you. I see that we are still waiting for a place in the programme to open for you. There is a very long queue so we don't know how long it will take. We hope we will have an update soon. (G)

Reem: That's what you told me last time I came. That was a month ago. I don't know how much longer I can wait. I am really in danger in my home and need to make my own income so I can live on my own. I am actually desperate to know how soon I might be able to leave the place I'm living.

Interviewer (*still focused on the computer*): Hmm... well, I really can't say. I'm sorry I can't help you more. You can come back in a month to ask again. (R)

The interviewer should ask why Reem is in danger. This would help determine if she needs expedited consideration for the programme or additional assistance.

Reem: Maybe if I told you more about my situation you could do something to help me.

Interviewer: Just a minute, I need to answer an email. (*Long pause while interviewer types...*) OK. What is it? (R)

The interviewer should not stop to do other work while someone is in front of them. One of the most important techniques of successful communication is paying attention to the person sitting in front of you. You should give that person your undivided attention in order to demonstrate your care and are listening.

Reem: I want to tell you about my situation here. I really need help. I feel that I'm in danger.

Interviewer (*sighing deeply*): Why are you in danger? (G)

Reem: It's my parents. I am living with them here. I have to live with them – I can't work, and I'm a single female. But the problem is –

Interviewer: If you feel like your family is in danger here, you can speak to someone in the protection unit. This is the livelihood programme, you know. (R)

The interviewer should not interrupt nor try to refer Reem elsewhere before listening to her story. Individuals should expect the same level of customer service from all personnel within our organizations. It can be anxiety producing and require courage to share one's SOGIESC with a stranger. An individual who has done so should also be treated with kindness and respect.

Reem: I don't want to go to anyone else because I'm afraid my father will find out I'm talking to you. I'm the only one who put in an application for the livelihood programme, that's why I'm coming to you.

Interviewer: OK. Go on. (G)

Reem: My family has been threatening me. I'm scared to stay with them, but I don't have any choice.

Interviewer: Why are they threatening you? (R)

The interviewer should have acknowledged the information by saying "I'm sorry you're facing this" or similar, and gently asked for more information.

Reem: They found out that I am in a relationship and they don't approve. I'm scared of what they might do to me.

Interviewer: Why do they have a problem with the relationship? (R)

A better question to ask would have been, "Can you tell me more?"

Reem: Because it is with a woman. Another woman.

Interviewer (makes noise of distaste): Wow!! OK.... So you like to go with women then? (R)

This statement is a key learning opportunity: our "first response" when someone shares their diverse SOGIESC should be to say something like, "Thank you for sharing that. I know this can be difficult information to discuss with a stranger. I will do what I can to assist you."

Reem (hesitates): ... Well, yes.

Interviewer (leans back and crosses arms): I'm sorry for my reaction, but I've never encountered someone like you in real life before. Honestly, I would have never expected it by looking at you, you look like a normal girl. (R)

The interviewer should refrain from sharing personal commentary and rather ask the individual to provide more information about her situation; the term normal is harmful as it suggests that people with diverse SOGIESC are abnormal; and the interviewer's body language is inappropriate.

Reem: My partner is also in danger because her family has found out. Her brother saw us out one night and he told her family and mine. He had heard things and he followed us. Now everyone knows and we're being threatened.

Interviewer: Were you a lesbian before you moved here? (R)

This is inappropriate and irrelevant – the information has nothing to do with the current situation or Reem's needs. Reem did not say she identified as a lesbian. If the interviewer needed to record information about the encounter, they could simply note that Reem had a same-gender partner, or they could ask Reem how she identifies.

Reem: Yes, but I don't call myself a lesbian.

Interviewer: Hmm. Maybe you can talk to your family and see if they will calm down if you end the relationship? Or perhaps you can convince them what they saw is not true? (R)

This is an unhelpful and inappropriate suggestion. The interviewer should be focused on what they can do to assist Reem. We should not suggest that someone conceal their sexual orientation in order to avoid violence due to the psychological and physical harm concealment causes (refer back to Module 3 for more information on the harm caused by concealment) and the inability by many to conceal their diverse SOGIESC.

Note that asking someone to conceal their identity in order to avoid persecution in the long term is different than advising an individual who is temporarily living in a country of asylum about the risks related to being LGBTIQ+ in that particular country and suggesting they “keep a low profile.” See the FAQ section of this Facilitation Guide for more information on the circumstances in which it is acceptable to provide this advice.

Reem: That won't work. They are very angry.

Interviewer: I'm not sure what I can do to help, then. (R)

If the interviewer does not know what to do to help, they should politely ask the individual to wait and seek assistance from their supervisor.

Reem: I would like you to expedite my application so I can begin working quickly. I can then make enough money to live on my own and support the woman I am in a relationship with. Please let me speak to someone who can help.

Interviewer: Would you feel comfortable if I went to speak to my supervisor to see if we can talk to someone in our protection unit for you? That way you don't have to speak to them alone. (G)

Reem: That is fine. Thank you.

Interviewer: I will also ask her what we can do for you. Please wait here. (G)

MODULE 5 EXERCISE



Mock Scripts

SCRIPT TWO

Color Key: Text in *green* or followed by a (G) is appropriate. Text in *red* or followed by an (R) is inappropriate or could be improved. Text in *gray* or italics that follows a script line explains why a statement is appropriate, inappropriate or needs improvement and makes suggestions for the Facilitator to discuss with the learners.

Instructions: Listen while we read the following script of a meeting between an interviewer and a 28-year-old individual named Neel. Neel has come to discuss a problem he is having in the centre where he is staying. The centre is run by a government partner. The interviewer meets Neel in the waiting area to see what he would like to discuss. Highlight points where the interviewer could have phrased the question better or asked an inappropriate question. Note why you feel this way for the group discussion.

Interviewer: Hello. How can I help you today? (G)

Neel: Hello. I want to talk to you about a problem I'm having at the place where I'm staying. They said to come to you for help.

Interviewer: OK, what is your name? (G)

Neel: Please call me Neel.

Interviewer: What is the problem? (R)

The interviewer could give introduce themselves or express empathy for the problems that Neel is having.

Neel: May we talk in private?

Interviewer: Just tell me what you want to talk about. No one is listening. (R)

A request to speak in a more private setting should always be respected when possible. Sharing sensitive information can be difficult and a lack of privacy is a primary deterrent to individuals doing so.

Neel: I'm having a problem at the centre where I'm staying. I need to be moved but they tell me it's not possible and that the problem is me. I've been put in the wrong dormitory and people are beginning to talk. I told them—

Interviewer: What do you mean by "put in the wrong dormitory"? (R)

Avoid interrupting whenever possible.

Neel: I'm in the women's dormitory, but I should be with the men.

Interviewer (with a look of surprise): They put you in the women's dormitory!?! (G)

Neel: Yes, that is where I was assigned based on the information you gave them.

Interviewer: There must be some mistake. Let's go inside where we can talk in private. (G)

Neel: Thank you.

Interviewer: Let me check your records. Can you please give me your ID? [Neel gives the interviewer his ID card.] Why does your ID say you're female? And it says your name is Neelim? Is this also a mistake? (R)

This is not a sensitive way to ask for more information about the ID card. The interviewer might say, “Thanks for sharing your ID. Can you tell me more about your situation?”

Neel: Yes, my ID says I’m female, but I’m a transgender man. I haven’t been able to change my ID card. (G)

Interviewer (*laughing nervously and staring at Neel*): So, you dress up like a man but you’re really a woman? (R)

This is offensive; gender expression is not “dress up” and the gender identity of transgender people should be respected. Laughing and staring are also not appropriate.

Neel: When I registered with you, they wrote down in my file that I identify as a man. They said you would respect it and use my name and pronouns.

Interviewer: OK, well, about the centre, you’re listed here as a woman and your ID card says you’re a woman. That’s probably why they placed you in the women’s dormitory. (R)

This statement is unhelpful. It places the burden of the situation on the individual and blames them for the outcome, rather than attempting to identify solutions.

Neel: I told the person here who did my registration that I have transitioned to male. I thought they would share that with the centre and I would be able to stay in the men’s dormitory. It is very uncomfortable there. I don’t look like a woman, and I think some of the women are scared. Soon the men will find out and wonder what is going on.

Interviewer: I can see that, Neelim – you really do look like a man. (R)

This is an inappropriate comment and the interviewer has used the wrong name. They should correct the name (but not apologize, as then the onus is on Neel to assure them it is ok); they should also avoid making observations and instead express regret that arrangements were not in place to ensure Neel was treated with dignity at the centre. The interviewer can take this opportunity to thank Neel for highlighting the situation and ask about his pronouns. It may also be helpful to explain the customary procedure for assigning accommodation – some colleagues only use the sex assigned at birth on identity documents when making these assignments, which has led to this issue.

Neel: I told the person who registered me to please make sure this did not happen.

Interviewer: I understand this situation is very difficult for you. I’m sorry that you had to go through this. (G)

Neel: Thank you.

Interviewer: You would feel comfortable in the male dormitory at the centre, then? (G)

Neel: Yes, I would prefer it. I would also like to use the male toilets.

Interviewer: Don’t you think the men will feel uncomfortable with you in their toilets? (R)

This is offensive; Neel should have access to the toilets that best fit his gender identity and where he feels most comfortable. The first question should not be what would make other people comfortable, but what would make Neel comfortable. The reactions of others should only be taken into consideration in relation to questions about Neel’s safety and security. Individuals who are transgender, non-binary and gender non-conforming may face abuse or harassment in toilets and showers (see Module 10 for more information on sanitation). If Neel feels uncomfortable using the male toilets or showers, he should be offered other arrangements.

Neel: I don’t know.

Interviewer: Please let me check with my supervisor to see what we can do for you. Can you go back to the centre and we will contact them later? (R)

The interviewer should not send Neel back to a place where he feels uncomfortable and where he has stated he is making others feel uncomfortable. That action might place him at risk.

Neel: I will wait here until you decide how to help me.

Interviewer: OK, please go back to the waiting area. (G)

Neel: OK. Thank you.

MODULE 5 EXERCISE



Common Scenarios

Overview

The **Common Scenarios** exercise asks learners to consider several situations and decide how they would respond. The themes addressed include working with children, security in schools, disclosure to family members, family persecution, forced marriage, separation of partners, repatriation and mental health.

Note these scenarios were written to apply to a wide range of programmes but are not applicable to all areas of our work. The Facilitator should feel free to craft alternate scenarios that are specific to their relevant programmes and context. If you are unsure what your scenarios should be, ask the learners what difficult situations they have encountered in the past and base scenarios on real-world examples. The overall goal is an exercise that is thought-provoking, relevant and intersectional. Feel free to share your modifications with us so we can add them as variations to the training package!

Exercise Length

30 minutes. 15 minutes for description and team activity; 15 minutes for group discussion.

Materials Needed

- Common Scenarios worksheets (*in the Workbook*)
- Team Number Table Cards (*numbers 1-3; in the Training Aides document*)

Alternative Facilitation Idea!

There are several alternative ways to facilitate this exercise. You may wish to split the group up into many small teams, with several teams working on each scenario. You may also wish to split the group up into pairs, and have each pair choose the scenario they would like to work on. Forming teams or pairs provides learners with more opportunity to speak but less opportunity to be exposed to a range of viewpoints.

In both instances, it's useful to then have the small groups or pairs link together with everyone else who worked on their scenario, share their thoughts, and collaborate on one group approach. That approach can be shared in plenary after the exercise concludes. This methodology takes more time, as you need at least 15 minutes for the small groups or pairs to debrief together and decide on their common approach.

Another approach is the Gallery Walk. Write or print the scenarios in large type and hang them on the wall. Ask the group to walk between the scenarios, read each, then jot their thoughts on the wall beneath them, using either flip chart paper or sticky notes. The Facilitator then goes through the comments on each scenario, organizes them by theme, and discusses them in plenary, drawing out discussion from the group.

MODULE 5 EXERCISE



Common Scenarios

SCENARIO ONE

An adolescent comes to you alone. They say they identify as non-binary, use they/them pronouns, and want advice. They are having a difficult time keeping their diverse gender identity hidden. They are worried if they tell their parents they will not be supportive and may not want them to live at home. They tell you they are bullied at school because their classmates perceive them as gender non-conforming. They have only told their best friend, and you.

*FACILITATION QUESTIONS: *Do you encourage them to share this information with their parents or others? *In the context of your specific work, how would you respond? Where can you refer them?*

Sample answer (will vary depending on the learners' areas of work): We should not advise someone regarding whether they should share their diverse SOGIESC with others. This is a personal decision that has many serious implications. Only the individual can make this decision, and it is outside the parameters of our role to provide guidance. Depending on the situation, we may be able to refer them to a counselor, suggest an alternative school with a more supportive environment or provide contact information for a community or youth-serving organization. If this is a situation in which the encounter would be recorded, for instance in a file or a database, the personnel should note their request for confidentiality.

SCENARIO TWO

A man storms into your office and informs you he has discovered his 20-year-old son is having a relationship with a man. He says he wishes to send his son back to their country in order to have their extended relatives arrange for him to get married to a woman. He believes this will cure his son of homosexuality and ensure the family's honour and reputation remains protected. You are concerned that he will, or has already, become violent against his son.

*FACILITATION QUESTIONS: *What immediate action should you take? *Where can you refer him?*

Sample answer (will vary depending on the learners' areas of work): Finding out a child has a diverse sexual orientation can be difficult for many parents; likewise, outing or disclosure to parents can be difficult and dangerous for the individual. Empathy is warranted on all sides, but the priority is ensuring the son is safe, including from physical and verbal abuse and forced marriage. You should verify as quickly as possible whether the son feels safe in the home and take any necessary steps to ensure his protection. It may be useful to counsel the father while another colleague attempts to contact the son. The interviewer may speak to the father about his concerns and fears or explain the consequences of forced return and marriage, including that taking such action against another person is a form of persecution. If the family has a file, the situation should be detailed there.

SCENARIO THREE

A 30-year old woman approaches you. She says she is depressed because she is repatriating with her family and her partner is remaining behind with her family. She is concerned they will be separated permanently. She says she cannot tell her family she has a female partner, and that she is financially and physically dependent on them due to her disability. However, she prefers to separate from her family, if necessary, in order to be with her partner. She says she has recently considered suicide because she is so distraught about the situation.

*FACILITATION QUESTIONS: *How do you maintain unity of the partners? *What action do you take?*

Sample answer (will vary depending on the learners' work): Separating same-gender adult partners, like separating different-gender partners, is traumatizing to the individuals involved. We should take all steps necessary to avoid separating partners. Note that we should consider speaking with her partner and, before doing so, should ask her whether we may contact her partner. If this is a situation in which the encounter would be recorded, for instance in a file or a database, we should note the details of the conversation, making it clear the information should be kept confidential from her brother. Finally, the woman has expressed feeling depressed and suicidal. She should be referred for sensitive and appropriate counselling services.

MODULE 5 EXERCISE



Paired Role-Play

Overview

The **Paired Role-Play** exercise gives learners the opportunity to practice communicating with people with diverse SOGIESC. By practicing empathetic tones, appropriate words and positive body language in a safe and secure training environment, we ensure that the first time that learners openly discuss SOGIESC information is not with a person with diverse SOGIESC. The Role-Play lets learners practice asking the suggested questions and use SOGIESC terms and concepts in a real-world conversation; they can ask for assistance from the Facilitator if they do not know what to say or do in their role-play.

Note that these profiles can be modified to better align with the programmes and activities your learners work on; they can also be modified to be more suitable for learners who work with colleagues, such as those from Human Resources. The key is to create an encounter in which an individual has to disclose their diverse SOGIESC to the interviewer and ask for some type of assistance. If you make modifications to this exercise, you may also wish to modify the Suggested Questions in the presentation and Workbook to be better in line with another area of work. Feel free to share your modifications with us so we can add them as variations to the training package!

Exercise Length

50 minutes. 35 minutes for description and team activity (15 minutes to read roles and interviewer guidance; 20 minutes for role-plays); 15 minutes for plenary discussion.

Materials Needed

- Paired Role-Play Role sheets (*in the Workbook*)
- Module 5 Guidance: Six Overarching Communication Goals, Three Actions for Inclusive Communication, Best Practices for Conversations and Suggested Questions Following Disclosure of Diverse SOGIESC (*in the Workbook*)

Alternative Facilitation Idea!

If time allows, you may wish to have two volunteers do an improv for the entire group using background details you create, then have the learners split into pairs and undertake the exercise. Seeing others undertake this exercise may make learners feel more comfortable trying it on their own.

You may also wish to have learners swap pairs after doing the first round of the exercise, in order to have the opportunity to interact with another learner.

MODULE 5 EXERCISE



Paired Role-Play One

INDIVIDUAL: AYO

Name, sex and age on government-issued ID card:

- Ayokunle, male, age 27.

Name, gender, pronoun and title:

- Ayo, female, she, Ms.

Current gender expression and transition details:

- Female. She has a female gender expression and would like to change her legal documents to list her sex as female.

Married? Partner?

- Has a partner who is male.

Confidentiality:

- Consents to tell personnel within the organization and any relevant service providers.
- Does not want the information mentioned in front of her family. They are aware of her situation and partner but get angry when it is discussed. They do not know she is sharing the information with others.

Informed organization during previous interactions?

- No.

Situation details:

- At birth, Ayo's parents and the doctors assigned her the sex of male based on her physical appearance. This was documented on her ID card. As a young adult, she does not feel her gender is male, nor does she have a body that is aligned with what is typically associated with people assigned the sex of male.
- Ayo lives with her family in an area with many other people from outside the country.
- Their home is crowded due to numerous family members staying with them.
- Ayo is forced to sleep on the floor near the door. Family members often step on her during the night on their way to use the toilet. For this reason, she sleeps very poorly and feels her health is suffering.
- Family members are aware she has a male partner. They routinely harass her to end the relationship.
- Ayo feels the tension with her family has reached a breaking point where she must either end the relationship or leave their home.

Requests:

- To know how she and her partner can be together, either now or in the future.
- To know if she can move away from her family members. Ayo believes her family will be less angry with her if she is able to move out and claim independence. They often tell her she is a curse on their home.
- Would like to know more about life for people like her in other places.
- Would like to know if there are any community organizations that can support her.
- Wishes to have her official documentation legally changed to her name and gender.
- Wants to make sure no one will tell her family she talked about her situation in public.

MODULE 5 EXERCISE



Paired Role-Play Two

INDIVIDUAL: EDUARDO

Name and age on government-issued ID Card:

- Eduardo, age 34.

Married? Partner?

- No.

Confidentiality:

- Consents to tell personnel within the organization and any relevant service providers.
- Does not want his sexual orientation mentioned in front of anyone in his family, should they inquire about him through the organization.
- Eduardo's current address should also not be shared with his family members.

Informed organization during previous interactions?

- Yes. Eduardo says he mentioned his sexual orientation to the first person he met in the organization. He said he had relationships with men in the past and that his family reacted negatively when they found out.
- Eduardo says the individual did not respond respectfully. He said the person was visibly uncomfortable and told him that was private information he did not have to share.
- After this interaction, Eduardo felt he could not ask for assistance from the organization. He later heard from another individual that you could share the information with the organization in order to receive referrals for specialized services, so he decided to try again.

Living Circumstances:

- Due to discrimination from his family members and community members, Eduardo left the large concentration of people from his country of origin who are living on the border and moved to an urban area.
- When he moved to the urban area, Eduardo left his family behind. He currently does not speak to most of his family members. He is in contact with one sister only.
- Despite having broken ties with his family, Eduardo says he receives harassing phone calls from them regularly. He recently received a call from a brother-in-law who made physical threats against him.
- Eduardo is concerned about family violence if they discover where he is living.
- Because he is living in an urban location, Eduardo has lost access to the community services in the border region, such as free clinics and food assistance.
- When Eduardo moved to the city, he found a small community of people with diverse sexual orientation.
- He has been moving from house to house, staying with various people he met through the community, while he seeks income and a more stable residence.
- Eduardo says the police in the areas he's been living in routinely harass people with diverse SOGIESC.
- Eduardo is depressed because he feels isolated and without a consistent support system in the urban environment. He sometimes does not know how he will eat or where he will sleep.

Requests

- Eduardo would like assistance with housing, food and health care. He has a persistent chest infection that he feels has been exacerbated by the cold weather and a lack of consistent shelter and food.
- He would also like help finding work so he can support himself.
- He says there are others in the community who need assistance and wants to know who can help.



MODULE 6

SAFE SPACES

Muhab's Story

“Being gay, brown and in a religiously conservative community is a slow death sentence. As a child, I was bullied for being ‘too feminine.’ I always felt weak, voiceless. Then it got worse. I had to come out to my family, and they kicked me out of the house, while the government was after the LGBTIQ+ community. I was in danger. I could have had to risk my life on a dangerous journey, but I was fortunate enough to get a visa to leave my country. That was my gateway to safety. With my newfound freedom, I wanted to help others. I studied Law and focused on disadvantaged LGBTIQ+ members in society. And even though my feeling of displacement remains, I know I am privileged. I am hopeful that helping others will heal my wounds from the past.”



MODULE 6 EXERCISE



Creating Safe Spaces

Overview

The **Creating Safe Spaces** exercise focuses on how we can create safer spaces for people with diverse SOGIESC, taking into account existing barriers, local environments and the need for an intersectional approach. The World Café method is innovative in that it provides all learners with the opportunity to spend time working on each question while encouraging collaboration within the teams and idea-building between teams.

Exercise Length

1 hour 5 minutes. 5 minutes for instructions; 40 minutes for exercise; 20 minutes for plenary debrief.

Materials Needed

- One large sheet of paper with a question written on it, on each of the four tables (*see questions below*)
 - Team Number Table Cards (1-4), one on each table
 - Flip chart paper and markers on each table
 - Drinks and snacks on each table, when possible
-

Questions for Tables

1. How can we welcome people with diverse SOGIESC into our programmes and spaces in a way that:
 - a. Is inclusive and accessible
 - b. Ensures confidentiality
 - c. Builds trust and encourages disclosure, if relevant
 - d. Manages their risk related to visibility?
2. How can we create safe spaces for people with diverse SOGIESC in less permissive environments, such as:
 - a. Environments with enforced legal restrictions on sexual orientation and gender identity
 - b. Discriminatory government bodies
 - c. Discriminatory and/or abusive law enforcement and judicial systems
 - d. Personnel with deeply engrained discriminatory beliefs?
3. In what ways might we take an intersectional approach to welcoming people with diverse SOGIESC into our physical spaces and programmes, ensuring we take into consideration:
 - a. Age (including children and older people)
 - b. Gender (cisgender and transgender men and women, transgender and non-binary people, and other gender-diverse people, including those who are gender non-conforming)

c. Ability/Disability

d. Other diversity factors, such as ethnicity, religion, health status, marital status and family structure?

4. What attitudinal, institutional and environmental barriers exist in our offices and programmes, and in the daily lives of those we assist? How can we address these barriers?

Alternative Facilitation Idea!

If time allows, you may wish to have two volunteers do an improv for the entire group using background details you create, then have the learners split into pairs and undertake the exercise. Seeing others undertake this exercise may make learners feel more comfortable trying it on their own.

MODULE 6 EXERCISE



Action Plan

Overview

The **Action Plan** exercise provides learners with a concrete take-away from the training session in the form of an actionable to-do list they can implement when they return to the office. This exercise is optional; if you intend to cover additional modules with the learners, there will be other opportunities to create action plans. However, if your learners are only completing Foundation Topics, this exercise can provide them with an important opportunity to decide how they will implement what they have learned in their day-to-day work.

Exercise Length

30 minutes. 15 minutes for description and team activity; 15 minutes for group discussion.

Materials Needed

- Start, Stop, Continue questions (*in the Workbook*)
 - Flip chart paper and markers
-

Alternative Facilitation Ideas!

If your training session is comprised of learners who all work in the same area, you may wish to split them into pairs or small teams in order to work on their action plans, as having them work in one large group may be ineffective. You could also split them up by function (for instance, managers together and non-managerial staff together) and in other ways. The key is to provide everyone with others they can brainstorm with, and to ensure they take ownership for their own plans.

There are a number of creative ways to track progress on action plans. Some Facilitators take photos of them that they later email back to the learner to check in on progress. Others have the learners write themselves letters setting out their intentions; the Facilitator later returns the letter so the learner can see if they have accomplished their goals. In some training sessions, the action plans have been shared with managers. There are many creative ideas online that can spark new ideas on how to make this exercise the most effective.



MODULE 7

MYTHS AND REALITIES

Demhat's Story

Demhat is a trans Kurdish woman from Turkey who lives in Stockholm, Sweden as a refugee. She is an artist and an activist for trans refugees. She was interviewed by IOM during the COVID-19 pandemic.

Here, I am working at an LGBTIQ +-friendly restaurant/bar and playing music at parties on the weekend, so my life is totally affected by COVID-19. I have lost my job and endured financial difficulties. I could not meet the ones I missed and loved. Apart from that, psychologically, I immediately adapted to the new measures as these norms are not something completely new to me.

If you are a migrant, LGBTIQ+ and especially trans, you are subject to social isolation. The locations you are able to stay are distant to the social scenes. If you are able to socialize with others, you cannot pop that isolating balloon around you to connect with friends' circles, you are possibly going to go through a major depression. You can only get through that feeling with the help of a fighter soul. If you have an identity that is not welcome by the society ... you are going to be isolated.



MODULE 7 EXERCISE



Myths and Realities

Overview

The **Myths and Realities** large group exercise serves as a wrap-up of Foundation Topics. It helps learners recall some of the key thematic points from Modules 1-6 and provides the Facilitator with an opportunity to gauge what has been learned throughout those modules. The exercise also familiarizes learners with common stereotypes about people with diverse SOGIESC. See the Facilitator Notes on the presentation slides to learn more about the background and importance of highlighting the common stereotypes included in this exercise.

Note that you may wish to modify some of the myths and realities in the presentation to better align with your area of work. For instance, if you are training learners who work in Human Resources, you may wish to have several statements that highlight stereotypes in the HR context, such as that all same-gender couples will be able to provide written documentation of their partnership or that having an “Other” option in systems, forms and surveys is sufficient to cover gender identities other than man and woman. Make operational modifications only; avoid making alterations based on beliefs in a particular cultural context, as the myths and realities represented here reflect the lived experiences of people with diverse SOGIESC in regions across the world. Feel free to share your modifications with us so we can add them as variations to the training package!

Exercise Length

35 minutes.

Materials Needed

- Myth and Reality signs (*in the Workbook*)
 - Myths and Realities PowerPoint slides (*in the presentation*)
-

Alternative Facilitation Ideas! Small Team Exercise + “Take a Stand”

Another way to facilitate Myths and Realities is to print out copies of each statement in large print on paper, ideally of different colors. Then, split the learners into teams and hand each team a full set of statements. Ask them to draw “Myth” on one side of a white board or flip chart and “Reality” on the other side. If you do not have flip charts or white boards, they can place “Myth” sign on one side of their table and a “Reality” sign on the other side of their table. Ask them to go through the statements one by one and decide as a group whether each statement is a myth or a reality, then hang or place the statement under the correct header. Once the teams have finished categorizing the statements, go through them individually in plenary and find out what the teams chose and why, sharing the correct answers and explanations along the way. This approach to the exercise takes additional time to facilitate but provides learners with the opportunity to work together and to think and talk more deeply about each of the statements.

A third way to facilitate the exercise while integrating some movement into the training session is to use the “Take a Stand” exercise. Place a long piece of masking tape on the floor, ideally spanning 4 metres / 12 feet. Place a sign at one end that says Myth and at the other end that says Reality. Read the first statement and ask everyone to move to the point on the line that they feel corresponds with that statement. If they feel strongly it is either a Myth or a Reality, they should stand on either side of the line. If they are unsure or have mixed feelings, they can stand at a different point on the line. Once everyone has moved to their place, ask several learners, especially those who are in the middle, to share why they are standing in their spot. Then share the correct answer and any relevant background information.



MODULES 8-9

CONDUCTING INTERVIEWS

CONDUCTING INTERVIEWS

Overview

Welcome to Modules 8-9 of *Sexual Orientation, Gender Identity, Gender Expression and Sex Characteristics (SOGIESC) in Forced Displacement and Migration*. In Modules 1-7, we learned the basic skills and knowledge needed to work with LGBTIQ+ people, including key terms, tips for successful communication and how to create safe and welcoming spaces. Modules 8-9 build upon these foundation topics by focusing on how to conduct respectful interviews.

The interview is a **key aspect** of our work. Interviews may be short, singular and focused on basic data, or comprehensive and carried out over an extended period of time. They may take place in numerous locations, under a wide range of circumstances and by many different organizations and entities. Interviews may be related to registration, Refugee Status Determination (RSD), protection needs, inclusion in general or targeted assistance programmes, including but not limited to counter-trafficking initiatives or assisted voluntary return and reintegration, resettlement or other programmes.

Modules 8-9 explore how all interviewers can achieve their aim of gathering the necessary information while ensuring the interview is a safe space for people with diverse SOGIESC. Safe interview spaces have a well-defined purpose, ensure confidentiality and promote an atmosphere of trust and understanding.

Module 8, Interview Basics, asks learners to study the PEACE model of conducting interviews. The PEACE model outlines five key elements of an interview process: **Plan and Prepare, Engage and Explain, Account, Closure and Evaluation**. Interviewers are encouraged to move away from 'tick box' and 'one-size-fits-all' approaches. Instead, the PEACE model focuses on supporting individuals as they give a free account of their experiences.

Module 8 also consider the types of questions that should and should not be asked during interviews. Included in the module are suggestions regarding the thematic areas that can be explored during an interview, such as difference, stigma, discrimination, criminalization and harm. Model 8 also recommends questions that should not be asked, with the goal of learners to conducting interviews that are non-intrusive, non-confrontational, respectful and dignified.

Module 9, Interview Techniques, allows learners to observe and critique a real time interview during a Group Role-Play. Learners then have the opportunity to practice conducting their own interviews during the Paired Role-Play. Each of these role-play exercises provides time for learners to discuss what worked and what didn't work in a safe and supportive training environment. The module concludes with an exercise introducing complicated interview scenarios and asking what the learners would do to address them.

Modules 8-9 includes **two variations**. The **Standard Variation** is for learners who are not engaged in Refugee Status Determination interviews (RSD) or audiences that are a mix of RSD and non-RSD training participants. The **RSD Variation** is for an audience comprised entirely of training participants who conduct RSD interviews or supervise personnel who conduct RSD interviews. The RSD Variation allows more time for the Facilitator to address some of the topics that are relevant only to RSD interviews. Throughout the presentation and Facilitation Guide, the variations are noted when relevant. The Workbook given to training participants is the same for both variations.

CONDUCTING INTERVIEWS

Timing Chart

| Segment | Description | Slides/FG References | Length | * | Agenda Date/Time |
|--|---|------------------------------|-----------------|---|------------------|
| Module 8: Interview Basics, 3 hours; 3 hours 30 minutes for RSD Variation | | | | | |
| Introduction | Objectives | Slide 5 | 1m | | |
| Exercise | Mock Interviews Scripts | Slide 6; FG 134 | 1h 20m | | |
| Presentation | Peace Model Overview | Slides 7-35; FG 148 | 1h 32m | | |
| Group Discussion | Interpretation | Slide 15; FG 151 | -- | | |
| Group Activity | Questions and Common Stereotypes to Avoid | Slide 25 | -- | | |
| Group Activity | Free Account Case Study | Slide 30 | -- | | |
| Presentation | Addressing Credibility Concerns (RSD Variation) | Slides 36-41 | 30m | | |
| Video | <i>Majda's Story</i> | Slide 42 | 6m | | |
| Wrap-up | Key Learning Points | Slide 43 | 1m | | |
| Module 9: Interview Techniques, 2 hours 20 minutes; 3 hours 35 minutes for RSD Variation | | | | | |
| Introduction | Objectives | Slide 45 | 1m | | |
| Exercise | Group Role-Play | Slides 46; FG 154 | 45m; 1h 20m RSD | | |
| Exercise | Paired Role-Play | Slides 47; FG 162 | 60m; 1h 25m RSD | | |
| Exercise | Situational Awareness | Slide 48; FG 167 | 30m | | |
| Video | <i>As I Am</i> | Slide 49 | 3m | | |
| Wrap-up | Key Learning Points | Slide 50; 51 (RSD Variation) | 1m | | |
| *You can use this space to mark required and optional sessions; optional can be denoted with an "O" FG = Facilitation Guide; the corresponding Workbook pages are denoted on the presentation slides. | | | | | |

Training Tip!

Remember to let the presentation be your guide. All objectives, teaching segments, discussion questions, videos, exercises and key learning points have slides in the presentation. Exercise slides instruct participants on the page to turn to in their workbooks, and the Notes section of each exercise slide refers the Facilitator to the relevant page in the Facilitation Guide for instructions and keys.

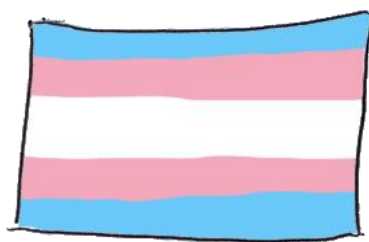


MODULE 8

INTERVIEW BASICS

Apollo's Story

When I came to this country, everyone – including my family – thought I was a girl. My stepmother was strict and religious. She would treat me differently from my brothers and it hurt my feelings. As a teenager, I realized I wasn't attracted to guys. Instead, I wanted to be one of them. After my family found out, they made me leave the house. Just like that, I left my whole life behind. I ended up homeless in a big city, while trying to figure out who I was. I suffered from trauma, and attempted suicide twice. Then, I found a community that supports me, a man who I now call father. Their true love and acceptance helped me realize I could be who I am on the outside too. I'm finally comfortable in my skin. Today, I feel free.



MODULE 8 EXERCISE



Mock Interview Scripts

Overview

The **Mock Interview Scripts** exercise allows learners to hear two hypothetical interviews between an interviewer and an interviewee with diverse SOGIESC and decide which questions the interviewer asked were appropriate and which were inappropriate. By learning through observation and discussion, and debating the questions with one another, learners will be better prepared to interview people with diverse SOGIESC. This exercise also prepares participants to learn the PEACE model and carry out their own interviews in the Paired Role-Play exercise in Module 9.

Exercise Length

1 hour 20 minutes. 10 minutes to read each script; 30 minutes to discuss each script.

Variations

Before the learners read each script, the Facilitator should define for them what kind of interview it is. The type of interview will depend on what is of most use to the learners. If you are training a mixed audience, the first script should be RSD and the second script another type of interview, such as protection or resettlement. If you are training an RSD audience, both scripts should be RSD. If you are training a non-RSD audience that includes learners who work in the area of durable solutions, the first script should be durable solutions and the second script another type of interview, such as protection. If training a non-RSD audience without any learners working in durable solutions, both scripts should be related to protection or another area.

Materials Needed

- Mock Scripts (*in the Workbook*)
- Team Number Table Cards
- Optional: some Facilitators have used electronic buzzers to make this exercise more fun and interactive. You can place one buzzer on each table and ask the participants to hit it each time they think the interviewer said something inappropriate, then discuss each line as you read. Alternatively, the actors could read through the script once, giving the participants a chance to hear it in full, then read it again and have participants buzz.

Alternative Facilitation Idea! Team Variation

Following the reading of each script, split the group into teams of three people each by asking the learners to count off by XX (the count-off number is the size of group divided by 3 and rounded down. Example: the group size is 25. 25 divided by 3 is 8.3, so the group count-off is by 8. Seven teams will have three people and one team will have four people). Place team numbers on the tables and ask the teams to move to the table that has their number on it. Then, ask the teams to discuss their thoughts on each question or comment made by the interviewer in the script. The teams should be given 15 minutes to hold their discussions. After they are

done, bring the teams back into plenary and discuss major points in the scripts. Note this variation works best for groups who have a higher level of expertise in conducting interviews and are familiar with the PEACE model.

A Note on the Facilitation Key Colours

The facilitation notes for these scripts suggest whether a question is appropriate (green), inappropriate (red) or could have been phrased better (orange). This is based on the basic tenets of respectful communication contained in the Terminology and Inclusive Communication Modules and the basic tenets of interviewing contained in the PEACE model. During the course of your discussions, however, learners may feel that some words or phrases marked green in the Facilitator’s Key are actually inappropriate or judgmental, or that some words or phrases marked orange in the Facilitator’s Key are fine in certain contexts. This may thus bring the colours into question for you as you facilitate the discussions related to each script.

While it is important to ensure you keep the discussion in line with the basic tenets of respectful communication and the PEACE model, you should allow for flexibility in how learners in different locations contextualize the text in English. For instance, in some locations, participants feel the word “difference” is offensive, while in others they feel “difference” is a respectful tool for discussing SOGIESC issues. In some countries the word “relationship” has a sexual connotation and is inappropriate, while in others “relationship” is a respectful way to ask about dating, partnership or marriage. And in some places, the way a sentence is worded can sound judgmental, while in others it sounds friendly.

As long as the alterations the participants suggest aren’t in relation to a question or statement that appears in red in the facilitation notes – which means it is not appropriate under any circumstances – you should allow “green” statements or questions to be “orange” and, in limited circumstances approached with caution and thoughtful discussion and debate, “orange” statements or questions to be “green.” You should also work with the learners as needed to identify alternate and equally applicable respectful words and phrases they feel comfortable using, bringing their statements and questions as closely in line with the recommended standards as possible. It’s helpful to highlight the importance of local context to them so they understand why some words and phrases are debatable.

MODULE 8 EXERCISE



Mock Interview Scripts Facilitator's Key – Script One

Color Key: Text in *green* or followed by a (G) is appropriate. Text in *orange* or followed by an (O) could be phrased better or should be asked with caution. Text in *red* or followed by an (R) is inappropriate. Q&A text in *gray* explains why a statement is appropriate, inappropriate or needs improvement and makes suggestions for questions and answers.

Listen while we read an excerpt of an interview between an interviewer and a 23-year-old named Sam. After Sam's initial interview was completed, and just before he left the interview room, he told the interviewer he wanted to discuss an additional topic that had not been addressed. While the script is read, highlight points where the interviewer could have phrased the question or statement better, or where the interviewer said something inappropriate. Note why you feel this way for the group discussion that will follow. Keep in mind this example is for training purposes only and does not reflect a real interview.

Interviewer: If there is anything else you think could be important for me to know, you are welcome to tell me now. (G)

Q1. Why is this an appropriate statement?

A1. The individual should be encouraged to share any information that could be relevant.

Sam: I wasn't sure whether this was relevant, so I haven't said anything about it today. And I have to be honest, I feel very nervous to share this information with you. But if I left without telling you I think it would be a big mistake, because it's one of the reasons I'm not able to go home and am having so many problems here.

Interviewer: Yes, it is very important to learn about anything that has caused you problems. Please don't feel nervous. You can tell me anything you want. (G)

Q1. Why is this an appropriate statement?

A1. The interviewer is right to reassure the individual that they can share any information they wish. It is also appropriate to refer to Sam being nervous, as it is Sam who has labelled their emotional state and the interviewer is only acknowledging this. However, in many cases, it will not be adequate to tell the interviewee not to be nervous. Many people with diverse SOGIESC will need further reassurances, such as that you are not there to judge them and that you are familiar with different experiences of people with diverse SOGIESC, as well as information about safety and confidentiality.

Sam: Then I want to tell you that I'm not the same as other men in my community. I'm gay.

Interviewer: Thank you for sharing that with me. I understand it can be difficult to talk about. I appreciate you trusting me enough to tell me. I want to remind you that everything you tell me is confidential. I won't share it with anyone in your family. Only our office and the organizations we refer you to for assistance will know this information. OK? (O)

Q1. What is missing from the interviewer's statement?

A1. Sam's consent should be sought before any of his information is shared with any other organization. Additionally, this information should have been shared at the beginning of the interview, so it is questionable whether restating it here helps or hinders the flow of a free account.

Q2. Why is it important that the interviewer said, "I understand" rather than "I know"?

A2. Saying "I understand" demonstrates empathy. If the interviewer had said, "I know," it may have alienated them from Sam, because Sam may react by thinking that the interviewer couldn't possibly know how it feels to be them.

Sam: OK. Thank you.

Interviewer: When did you first realize this about yourself? (O)

Q1. Should we ask this question? In what context?

A1. This type of question is sometimes utilized in extremely limited circumstances where the interviewer is detailing what happened to the individual in a chronological way. Often a person with diverse SOGIESC begins experiencing problems around the time they realize they are different than their peers; starting at that point can thus sometimes be helpful in supporting a narrative flow. However, in this instance, Sam has already made it clear that he has experienced difficulty in relation to being gay, so it would be more relevant for the interviewer to ask about that statement, using “tell, explain and describe” questions, rather than focusing more narrowly on a “when” question, which may not be relevant and will not elicit as much information. The interviewer might have asked, “could you tell me more?”

Q2. Why would this question be discouraged?

A2. Recall the moment when you knew what your sexual orientation or gender identity was. That’s difficult, isn’t it? Sexual orientation and gender identity can develop over many years. Pinpointing one point in time when you knew how to identify yourself can be hard. The risk in encouraging interviewers to ask this question is that people who cannot answer it clearly or definitively could be unfairly judged as having credibility issues; the question is so specific that it could also make the interviewee feel nervous or judged for not having an exact answer.

Sam: I realized when I was very young, maybe around age eight or nine. I’m not sure.

Interviewer: How did you know for sure you were gay? (R)

Q1. Why is this an inappropriate question?

A1. Reflect on your own sexual orientation. How do you know what it is? We can recall that sexual orientation refers to our capacity for attraction to other people. We generally know what our sexual orientation is based on who we are attracted to. Asking questions about attraction can lead to answers that are sexual in nature, and we want to avoid any questions that are either about sex or elicit answers about sex.

Q2. What should the interviewer ask instead?

A2. It would be more useful for the interviewer to support Sam in giving a free account of his issues related to his sexual orientation, and to use “tell, explain and describe” questions to prompt Sam to share more information.

Sam: Hmm.... Well, I just knew ... I just knew.

Interviewer: What do you think happened to make you gay? (R)

Q1. Why is this an inappropriate question?

A1. This question reflects a stereotype that people have diverse sexual orientation because something happened to them in their childhood. Generally, the stereotype assumes something bad happened to them, such as sexual abuse or rape. This belief is pervasive in some places, but it is a myth. While you may work with people with diverse SOGIESC who have been sexually abused or raped, it is critical to keep in mind that sexual orientation is an innate characteristic, not a response to an event. Individuals do not “become gay” because someone sexually abused or raped them.

Sam: What happened to make me gay? I don’t know. I don’t think anything happened.

Interviewer: OK, please tell me more about your experiences. Did you tell anyone you were gay? (O)

Q1. Why is this question phrased poorly?

A1. The first part of the question is appropriate because it aims to encourage Sam to share a free account of his experiences. The second part of the question is a closed question. It could be appropriate when it is asked to follow up on Sam’s free account because it asks whether Sam felt he was able to share the information, or whether he feared sharing it. It could lead to information regarding past persecution. However, it would be more useful if the interviewer just asked the first part of the question and let Sam freely share the information he finds relevant, with the interviewer asking clarifying questions later.

Sam: When I was a teenager, I told my best friend.

Interviewer: You said you realized you were gay at age eight. Why did you wait so long to tell someone? (O)

Q1. Why is this question phrased poorly?

A1. This question sounds judgmental. It's not helpful to ask people to justify their decisions and actions that are part of their intimate life or identity, especially those in childhood. The question, in essence, is important, because it could elicit information about stigma or harm. It may also provide context regarding conditions in the country and the atmosphere within Sam's house or community that kept him from feeling comfortable sharing the information. However, it should be rephrased.

Q2. What is a better way to phrase this question?

A2. You might instead formulate a TED question: "You said you realised you were gay when you were eight. You also told me that the first time you shared information about your sexual orientation was when you were a teenager. I would like to understand your experience of sharing this information. Please describe this experience for me." Or, you may ask probing questions such as "How was the experience of sharing this information? How did you decide to share it?" A third alternative is to say, "I hear you saying that you realized you were gay at age 8 and that you did not share the information until you were a teenager. I would like to understand your thoughts at that time about sharing the information. Please tell me about your experiences of sharing it."

Sam: I was afraid of what my friends would think, or that my family would find out. I knew that my family would not accept me being gay, and that there might be consequences. I knew they would be very angry.

Interviewer: What kind of consequences might there be? (G)

Q1. Why is this an appropriate question?

A1. This is appropriate because Sam has already introduced the idea that he was concerned with the consequences of sharing information about his sexual orientation, and the question aims at eliciting information about his thoughts about these concerns. This question asks Sam to describe the reasons he was afraid to share the information. It could elicit information about stigma or harm or regarding past persecution or future fear.

Q2. Is there a better way this question could have been phrased?

A2. The interviewer could have simply repeated the last line Sam said in order to prompt him to keep speaking ("You knew they would be angry...") or said, "Tell me more about that."

Sam: It's not acceptable to be gay in my community. I've heard people threatening to hurt people that are known to be gay. That made me afraid of what would happen if I told anyone. It's considered very shameful.

Interviewer: How did your friend react when you told him? (G)

Q1. Why is this an appropriate question?

A1. This question is appropriate because it may elicit information about stigma or support networks.

Q2. Is there a better way this question could have been phrased?

A2. The interviewer could have again simply repeated the last line Sam said in order to prompt him to keep speaking ("It's considered very shameful...") or said, "Tell me more about that."

Sam: He is also gay, so he accepted me, but we agreed to keep it secret.

Interviewer: Why did you keep it secret? (G)

Q1. Why is this an appropriate question?

A1. This question is appropriate because it may elicit information about fear of discrimination or persecution.

Q2. Is there a better way this question could have been phrased?

A2. Asking Sam why he kept it secret may imply that there is a value judgement attachment to keeping it secret or that it was wrong to keep it secret. It could also activate information in his current thoughts about the reasons for keeping it secret. It would be better to say, "Tell me about your thoughts that time about keeping it secret" or, "You agreed to keep it secret. Describe this conversation for me. How did you agree to keep it secret?"

Sam: We were afraid people would try to attack us or threaten us or our families if they found out.

Interviewer: Do you know other gay people in your home country? (G)

Q1. Why is this an appropriate question?

A1. This question is appropriate because it could elicit information about support networks or country conditions.

Q2. Is there a better way this question could have been phrased?

A2. The interviewer could have again simply prompted Sam to continue without asking such a specific question, which can interrupt the narrative flow.

Sam: Yes, a few.

Interviewer: How are they treated? (G)

Q1. Why is this an appropriate question?

A1. This question is appropriate because it could elicit information about societal and country conditions.

Sam: I've had gay friends who were beaten by their families or kicked out of their houses. You can be threatened just because someone suspects you're gay. It's very dangerous. You can be abused, harassed, or have to leave the community. You can also be blackmailed if someone finds out. I've heard of that happening.

Interviewer: Does anyone in your family know you're gay? (G)

Q1. Why is this an appropriate question?

A1. This question is appropriate because it could elicit information about family persecution or support networks.

Sam: I think my mother suspects I am, but she would never accept it. She would never talk about it. Being gay is against her beliefs. She would be very ashamed. I told my sister a few years ago. She advised me not to tell anyone else in the family, if I wanted to keep living at home. She thinks when I get married I'll change my mind. She said I'd have to give up my family and my security if I wanted to be gay.

Interviewer: Are you going to get married? (O)

Q1. Is this an appropriate or inappropriate question?

A1. This question is asked here because Sam said his sister thinks when he gets married he will change his mind about being gay. In other circumstances, the interviewer should be cautious when asking this question. We may wish to elicit information regarding a potential forced marriage, but we want to avoid sounding judgmental or using this question to establish credibility. People with diverse SOGIESC get married to different-sex partners for a wide variety of social, cultural and religious reasons. Marriage for these reasons does not undermine a sexual orientation claim. A better line of questioning might be, "You mentioned your sister thinks you will get married. Can you tell me more about that?"

Sam: If I have to stay living with my family, yes, I'll get married.

Interviewer: Why would you do that, if you're gay? (R)

Q1. Why is wrong with this question?

A1. This question sounds judgmental. Marriage to a different-gender person does not prove or disprove someone has a particular sexual orientation. As explained in relation to the previous questions, we would want to explore, in a non-judgmental manner, any reasons why Sam may feel forced to get married against his will, including if he was dependent on his family for economic survival.

Sam: I have to get married, it's what my family wants.

Interviewer: Have you ever been in a relationship with a man? (O)

Q1. Is this an appropriate question?

A1. In extremely limited circumstances, such as an RSD interview, an interviewer may ask this question in order to establish whether Sam is able to meet people in his country of origin or asylum, and whether he can freely and openly be in a relationship or if, due to the country conditions, he would have to hide a same-

gender relationship. **This question should never be used in other type of interviews, however, because it is irrelevant and invasive.** In some geographic and cultural contexts, the question can also imply you wish to know about sexual relations. Finally, if conducting an RSD interview, you should avoid using this question to determine the credibility of the individual's claimed sexual orientation. The absence of a relationship does not indicate a lack of credibility. An individual does not need to have been in a same-gender relationship to prove they are have diverse sexual orientation. Just like heterosexuals, they may know their sexual orientation long before they have a relationship or sexual interaction with another person.

Q2. Is there a better question the interviewer could have asked?

A2. The interviewer could have simply prompted Sam to continue on the topics he finds relevant to his experiences and current protection concerns.

Sam: Yes, I am in a relationship with someone now.

Interviewer: How did you meet? (G)

Q1. Why is this an appropriate question?

A1. In the context of having already asked a question about a current relationship, this question could be acceptable because it may establish whether individuals in the country are able to meet openly, or in the same way heterosexual couples are able to meet. In non-RSD interviews, however, this question would not be encouraged unless it were specifically relevant to the purpose and objectives of the interview.

Sam: We met through friends, at a mutual friend's party

Interviewer: How do you spend time together? (G)

Q1. Why is this an appropriate question?

A1. In the context of having already asked a question about a current relationship, this question could be acceptable because it may establish whether individuals in the country are able to spend time together openly. Keep in mind that, however, that if Sam had never had a relationship, it would have no negative bearing on his claim, and that this question may have limited relevance depending on the purpose of the interview.

Sam: We meet at another friend's house, where it's safe to be together. His family doesn't know he's gay either, so we can't spend time at our houses.

Interviewer: What do you do in bed together? (R)

Q1. Why is this an inappropriate question?

A1. It is never acceptable to ask questions about sex. Descriptions of sexual acts do not "prove" sexual orientation, and are not useful in establishing either past persecution, current protection issues or future fear.

Sam: ... no answer ...

Interviewer: Did you ever try dating a woman? (R)

Q1. Why is this an inappropriate question?

A1. This question is judgmental. It implies that Sam has not tried hard enough to be heterosexual, or that he cannot know his sexual orientation without having tried to date a woman in addition to men. Keep in mind that we do not expect heterosexual individuals to engage in same-gender relationships in order to know for sure they are heterosexual. The same standards should be applied here.

Sam: Yes. I had to. It's what is expected. It didn't work out.

Interviewer: Have you been tested for HIV? (R)

Q1. Why is this an inappropriate question?

A1. This question is based on a stereotype that gay men are more likely to contract HIV. Being a person of diverse sexual orientation does not mean you have a higher likelihood of having HIV. In general, you should only discuss HIV status if the individual raises it. If you must ask this question because it is required as part of your interview, you should preface the question with, "We must ask everyone this question."

Sam: No.

Interviewer: Are you involved in any organizations for LGBTQ+ people in your home country? (O)

Q1. What is wrong with this question?

A1. The essence of this question is appropriate. The interviewer wishes to know whether Sam has any affiliations with an organization because it could indicate a political claim or establish whether Sam has any support networks. However, the question is poorly worded. The term “LGBTQ+ people” is not known to everyone, especially outside Western spheres. “Persons with diverse SOGIESC” is also not used by people to describe themselves, or by most organizations to describe the people they serve. Sam identified himself to the interviewer as gay. The interviewer should thus use the term “gay” in this question to ensure Sam understands it.

Sam: What kind of organizations?

Interviewer: Organizations that work to support and assist people who are gay, like you. (G)

Q1. Why is this statement appropriate?

A1. This statement explains what the interviewer meant when he referenced organizations for LGBTQ+ people.

Sam: No, we don’t have those kinds of organizations.

Interviewer: What about here, in this country? (G)

Q1. Why is this question appropriate?

A1. This question is also related to support networks and potential protection concerns in the country of asylum.

Sam: No, I’m not.

Interviewer: Have you ever been to the Black Cat Bar? (R)

Q1. Why is this question inappropriate?

A1. Not all people with diverse SOGIESC will know other people with diverse SOGIESC, have established networks, have the same social interests as other people with diverse SOGIESC or spend time at locations frequented by people with diverse SOGIESC, such as bars or community centers. This question is based on stereotypes that all people with diverse SOGIESC go to the same places. Not knowing other people with diverse SOGIESC or popular LGBTQ+ locations does not undermine a sexual orientation claim.

Q2. What would have been a better question?

A2. The interviewer could ask about religion, school or a wide range of other positive thematic areas.

Sam: No, I don’t know that place.

Interviewer: But according to my information, this is a well-known gay bar. How could you not know it? (R)

Q1. Why is this question inappropriate?

A1. This is judgmental and based on a stereotype.

Sam: I don’t know. I don’t go out to bars. (R)

Interviewer: What are you afraid of happening if you return to your home country? (G)

Q1. Why is this an appropriate question?

A1. This question is acceptable, as it establishes future fear.

Sam: I’m afraid that people in my community there will find out that I’m gay, and abuse me verbally when I go outside, or that the police will catch us one day and we’ll be in big trouble.

Interviewer: How would the police catch you? (G)

Q1. Why is this an appropriate question?

A1. *This question is acceptable, as it establishes future fear.*

Sam: Sometimes people will tell the police names of suspected gay men, just because they don't want you in the community. You never know what could happen.

Interviewer: *Is there anything else you are afraid of if you return to your home country? (G)*

Q1. Why is this an appropriate question?

A1. *This question is acceptable, as it establishes future fear.*

Sam: I'm afraid my family will find out as well. I'm afraid I'll be forced to marry, or that if I refuse to marry I'll be in big trouble. I'm very scared. Even if my family doesn't do that, it would be shameful for them and they would be afraid the community would find out.

Interviewer: *Can you go back to your home country and live in another city where no one knows you? (O)*

Q1. Why is this question problematic?

A1. *The internal flight alternative is no longer an acceptable protection approach, particularly in countries where diverse SOGIESC is criminalized, whether explicitly or through morality codes. Even in countries where such legislation exists but is not actively enforced, or where such legislation does not exist but neither are there laws to protect LGBTIQ+ people from discrimination and harm, the internal flight alternative is not recommended.*

Sam: No, I don't think that's an option. It's not safe to be gay anywhere in my country. And I would have no support system, no network. I don't know how I would even find a job.

Interviewer: *What if you were careful to hide that you are gay? You could try not to act or look gay, right? You can avoid having any same-sex relationships or gay friends? (R)*

Q1. Why is this an inappropriate question?

A1. *This question is inappropriate, for several reasons. First, the interviewer is expressing a personal opinion that people with diverse SOGIESC should be expected to hide who they are in order to avoid persecution. Personal opinions about sexual orientation should not be expressed during an interview.*

- *Second, the interviewer is suggesting Sam conceal his sexual orientation. In the past, this was described by adjudicators as "reasonable tolerance" – or the level of concealment a person with diverse SOGIESC could "reasonably tolerate" in order to avoid persecution. Today, we recognize asking someone to conceal in order to avoid harm implies they are not entitled to basic human rights. We also understand that concealment causes serious psychological harm. It requires someone not only to hide who they are, but often to engage in a wide range of activities to "prove" they are heterosexual, including marrying someone of a different gender and entering into sexual relations with them. For some people, this can lead to marital rape. Staff can refer to the Guidelines on International Protection No. 9 for more information about the lack of a requirement for individuals to act discreetly in order to avoid harm upon return.*
- *Note that asking someone to conceal their identity in order to avoid persecution in the long term is different than advising an individual who is temporarily living in a country of asylum about the risks related to diverse SOGIESC and visibility in that particular country. In some instances, personnel may feel they need to advise someone that "keeping a low profile" could be in their best interest and help them avoid such situations as detention. This would be advised for them in the short term until a solution became available. Staff should always keep in mind, however, that, for some individuals, concealment is not possible, and they may not be able to use invisibility as a survival mechanism. They should also keep in perspective the human rights violations and other consequences related to concealment.*
- *Third, this question suggests that Sam live a life of isolation. Concealment would require Sam to live his life without romantic, emotional or physical relationships or friends like him. This violates many human rights, including his right to freedom of expression and his right to form a family, and may constitute persecution.*

Sam: I don't want to live my life in hiding and in fear. I don't want to always worry that someone will discover me. I don't want to live without friends or a partner. I don't think that's any way to live.

MODULE 8 EXERCISE



Mock Interview Scripts Facilitator's Key – Script Two

Color Key: Text in *green* or followed by a (G) is appropriate. Text in *orange* or followed by an (O) could be phrased better or should be asked with caution. Text in *red* or followed by an (R) is inappropriate. Q&A text in *gray* explains why a statement is appropriate, inappropriate or needs improvement and makes suggestions for questions and answers.

Listen while we read an excerpt of an interview between an interviewer and 40-year-old named Sara. Sara has been to the office several times for counselling, during which she self-identified as transgender. While the script is read, highlight points where the interviewer could have phrased the question better, or said something inappropriate. Note why you feel this way. Keep in mind this example is for training purposes only and does not reflect a real interview.

Interviewer: I have just gone through an introduction with you. If you have any questions about the information I shared, please let me know. I'd also like to ask you if there is a name and pronoun that I can use throughout our interview today. (O)

Q1. What else should the interviewer have included in this opening statement?

A1. The interviewer should have previously established the individual's current name and pronoun prior to the introduction. They could also re-emphasize the safe space element of the interview and information related to the interpreter, if needed.

Sara: Yes, I prefer to be called Sara and I would like you to record that I am a woman.

Interviewer: Thank you, I will refer to you as Sara and as a woman in my notes. I'd like to let you know that the sex as listed on your official ID will also be in your file. (G)

Q1. Is this information correct?

A1. Yes, this follows current guidelines.

Sara: Thank you.

Interviewer: I want to ask you a few questions related to you being transgender. Now, just to be clear, are you still a man, or did you have an operation on your body to change to a woman? (R)

Q1. Why is this question inappropriate?

A1. This question is invasive and unnecessary. The proper way to ask a question about transition is, "Have you taken any steps to transition, or do you plan to take any steps to transition in the future?" but this should only be asked if it is relevant to the particular purpose of the interview. Keep in mind that gender identity is self-defined and should not be based upon an individual's outward appearance.

Q2. What would have been a better opening question or statement?

A2. It would have been better for the interviewer to encourage Sara to give a free account of the issues she is facing. This can be done by making a statement such as the following: "Now I would like you to tell me about the problems you are facing. When you are telling me, please include as much information as possible such as the time and place things happened. Remember that I was not there, so do not know any details. Don't worry about what we may need from you or how to express things, or if you forget or skip anything. It's my role to help you share information with us. I will support you to provide a full account and ask more detailed questions later to understand events. For now, you will be doing most of the talking and I will listen and not interrupt unless you give me a sign. I am ready to listen to you now. Please tell me about the problems you are facing."

Sara: Well, I still have the body of a man. But that is not how I consider myself.

Interviewer: Can you please explain? (G)

Q1. Why is this question appropriate?

A1. *When an individual makes a statement that you don't understand, such as, "That is not how I consider myself," it is appropriate to ask for further information. Another way to do so would be, "Can you tell me more about that?" or "Can you tell me what that means to you?"*

Sara: I consider myself to be a woman. I feel like a woman inside, even if my body is not that of a woman outside. I thought you would respect that here.

Interviewer: Yes, we respect that here. (G)

Q1. Why is this statement appropriate?

A1. *It is useful to reiterate this information when possible.*

Sara: Thank you.

Interviewer: I asked because you don't look like a woman to me. (R)

Q1. Why is this statement inappropriate?

A1. *This statement is judgmental and offensive. Gender identity is determined by the individual and should not be judged by the interviewer based on external appearances. It is also inappropriate for an interviewer to express personal opinions about gender identity during an interview. Further note that Sara does not need to have a specific gender expression to "prove" her gender identity. In short, her identity is what she says it is. While you need to thoroughly explore the topic respectfully during the interview, using the same interview techniques you would use with other individuals, keep in mind that we accept gender identity on testimony.*

Sara: When I go out, I have to dress as a man and look like a man. Otherwise I'd have problems or be in danger. But if I ever move to a place that is safe for people like me, I will be myself. I will live as a woman.

Interviewer: When did you first know you were transgender? (O)

Q1. Why is this question inappropriate?

A1. *The interviewer missed the opportunity to ask, "Why would you be in danger?" based on the previous question, or to encourage Sara to freely share her story. Also, like sexual orientation, it can be difficult for an individual to answer this question with an exact time period.*

Q2. Should the interviewer be asking this question in the context of this interview?

A2. *Depending on the context of the interview, this question may or may not be appropriate; it would typically be limited to RSD interviews and only be asked for a very specific purpose such as establishing a chronological timeline.*

Sara: I feel like I've always known. I never felt like I fit inside the body of a man.

Interviewer: When did you first realize you were gay? (R)

Q1. What is the interviewer mixing up in this instance?

A1. *Sexual orientation and gender identity.*

Q2. Recall that sexual orientation is our outward attraction to others. Gender identity is our internal sense of gender. Should we ask transgender people when they realized they had a diverse sexual orientation?

A2. *No. We should not assume someone who is transgender also has a diverse sexual orientation. Persons with diverse gender identities may identify as gay, straight or in another way. Sexual orientation is irrelevant unless the individual specifically raises it. Again, you should also consider the context of the interview.*

Sara: I'm not gay.

Interviewer: Hmm.... You're not gay? OK.... You mentioned during registration that you are married. (R)

Q1. Why is the interviewer making this statement?

A1. *The interviewer is again mixing up sexual orientation and gender identity. The statement also sounds judgmental, as if the fact that Sara was married undermines her testimony.*

Sara: Yes, I am married.

Interviewer: Why did you get married? (R)

Q1. Why would we question the reason a person of diverse gender identity got married?

A1. *The word “why” implies the interviewer believes someone with diverse gender identity would not get married. Recall that gender identity is one’s internal sense of gender. One’s gender identity does not indicate one’s sexual orientation. Transgender people might identify as heterosexual, gay, lesbian, bisexual or in another way. Even if Sara did identify as gay, marriage would not necessarily undermine her claim, as people get married for many reasons unrelated to their sexual orientation, such as cultural, social and religious reasons. If conducting an RSD interview, the topic could be explored as it may be relevant to her claim to international protection. However, it must be explored in a non-judgmental manner that does not conflate gender identity with sexual orientation or employ stereotypes. In the context of other interviews, this question is likely not relevant.*

Sara: I wanted to marry my wife as soon as I met her. I love her very much.

Interviewer: How are you able to have physical relations with your wife? (R)

Q1. Why is this an inappropriate question?

A1. *We do not ask questions about sex. Having sexual intercourse does not prove or disprove sexual orientation. Also, this is a gender identity claim.*

Sara: I don’t know what you mean.

Interviewer: I’m referring to sexual intercourse. (R)

See above.

Sara: *(embarrassed pause)* We are able to.

Interviewer: OK.... Did you ever tell anyone you’re transgender? (G)

Q1. Why is this an appropriate question?

A1. *This question asks whether Sara felt she was able to share the information, or whether she feared sharing it. It could lead to information regarding past persecution. Again, it would be better to restart the interview and encourage Sara to give a free account, but this question is not technically incorrect.*

Sara: I have told a couple friends. And one time I tried to talk to a doctor about it. That didn’t work out. But I read in the handout in your office that you accept us. So I wanted to tell you, in case you could help me.

Interviewer: Did the doctor try to treat your disorder? (R)

Q1. What words are inappropriate here?

A1. *“Treat” and “disorder.” Being a person of diverse gender identity, or transgender, is not a disorder. Being transgender was unclassified as a disorder by the World Health Organization in 2019.*

Q2. What should the interviewer have asked instead?

A2. *“What did the doctor advise you?”*

Sara: The doctor wouldn’t help me.

Interviewer: Does your wife know you are transgender? (G)

Q1. Why is this an appropriate question?

A1. *This question about family knowledge of Sara’s gender identity is appropriate because it could elicit information about stigma, harm or support networks. Sara’s wife is one of her primary relationships.*

Sara: No.

Interviewer: Do you know other transgender people in your home country or here? (G)

Q1. Why is this an appropriate question?

A1. This question could elicit information about stigma, harm, support networks or country conditions.

Sara: Not really. I just read about them online. And I know of some famous transgender people, mostly from Pakistan or India. I also heard there were some in Nepal, but I don't know.

Interviewer: Does anyone in your family know you're transgender? (G)

Q1. Why is this an appropriate question?

A1. This question could elicit information about familial persecution or support networks.

Sara: No. There's no way I could possibly tell them. Not now.

Interviewer: What would they do if they knew? (G)

Q1. Why is this an appropriate question?

A1. This question is appropriate because it could elicit information about familial persecution or support networks.

Sara: They would disown me for sure. My family is kind; I don't think they would harm me. But on the level of society, it is considered very wrong, especially in terms of my religion. It is not acceptable. My family would not associate with me. It would be too shameful.

Interviewer: Did anyone ever suspect you're transgender? Your family? Your friends? (O)

Q1. Why is this an appropriate question?

A1. This question could elicit information about stigma, harm or support networks, but should be asked carefully in a way that is non-judgmental sounding.

Sara: No, I don't think so. I've been very careful to hide it well. I've been keeping it inside.

Interviewer: So, you have never been treated badly by anyone because you are transgender? (R)

Q1. Why is this an inappropriate question?

A1. This question implies Sara never suffered harm due to her gender identity. It is a common assumption that a person with diverse SOGIESC should have suffered brutal harm – especially that of a physical or sexual nature – in order to have valid protection needs.

Q2. What harm has Sara suffered?

A2. Sara has been forced to conceal a characteristic that is fundamental to her human dignity – her gender identity – throughout her life due to fear. This is concealment, which is a violation of Sara's human rights.

Q3. What would a more appropriate question be?

A3. A more appropriate question might be, "How does it feel to have to keep your gender identity hidden?"

Sara: No, but I know people are treated badly. We've talked online, in chat rooms.

Interviewer: Have you taken any steps to transition? That means changing your appearance or documents. (G)

Q1. Why is this an appropriate question?

A1. This question could add to the individual's narrative regarding past persecution or future fear in the context of RSD, and in other contexts could be important in terms of protection needs or comprehensive durable solutions. It could also provide information regarding services the individual may need in the future. The interviewer was correct in explaining what the term transition meant in this context.

Sara: I couldn't do it at home and I can't do it here, but I would like to. I read that in other countries, you can.

Interviewer: So, Raj, you would like to become a transsexual someday, if you can? (R)

Q1. What two things are wrong with this question?

A1. *First, the interviewer calls Sara “Raj.” When working with transgender people, it is not uncommon to accidentally reference the name on their official documents. Second, the interviewer uses the word “transsexual,” which is inappropriate in the context of this interview. Third, the question is unnecessary.*

Q2. What should you do if you use the wrong name or pronoun when speaking to someone?

A2. *Correct yourself and use the correct name and pronoun.*

Q3. What should the interviewer have said rather than “transsexual”?

A3. *Sara is not going to “become” anything – she already identifies as a woman. Sara may choose in the future to take steps to transition. However, if an individual does not wish to transition, it does not negate their self-identified gender or related protection needs. Sara and the interviewer have already discussed transition, so this question is unnecessary.*

Sara: I would like to try to live as a woman, if I can get the assistance I need. And I want to be where there are others like me.

MODULE 8 GUIDANCE



Overview of the PEACE Model

The PEACE Model was initially developed by psychologists in the context of interviewing victims and witnesses of crimes in the early 1990s. It is a set of guiding principles on how to design and conduct interviews in a way that creates comfortable and supportive space for interviewees and obtains reliable information. It is based



on ethics-led sociological and psychological research into the nature of memory, eyewitness testimony, deception and decision making. In recent decades, this research has made a significant contribution to the development of investigative interview techniques. It draws on theory and practice in the fields of cognitive and investigative interviewing and has been adapted by UNHCR to the context of international protection. It presents tools and techniques which interviewers may use to facilitate communication and assist individuals in providing information. The model can be used in all interview contexts.

In order to respectfully obtain reliable information from an individual using the PEACE model, the interviewer must design and conduct the interview around **five elements**:



1. Plan and Prepare:

- Plan for the case by learning about the interviewee's particular situation, becoming familiar with all available information on their countries of origin, transit and asylum with respect to their SOGIESC, and adapting interviewing techniques to their needs.
- Prepare a safe and confidential mental and emotional environment, including being aware of the interviewer's own biases, recognizing the power dynamics in the room and setting limits to the lines of questioning.
- Prepare a safe and confidential physical environment for the interviewee, including addressing the potential impact of the presence of the interpreter in the interview and the way they conduct their interpretation.
- Consider factors that may affect both the interviewer's ability to gather information and the interviewee's ability to recount information.



2. Engage and Explain:

- People with diverse SOGIESC may require a more supportive environment and have greater difficulty articulating their protection claims and concerns, so it is essential to establish trust and confidence first.
- **Engage:** Build rapport and trust throughout the interview by continuously using non-judgmental, non-verbal and verbal communication to create a welcoming space and to convey respect and safety.

- **Explain:** Explain the purpose of the particular interview and what form it will take, the respective roles of all parties in the interview, including the interpreter, the confidentiality of the procedures, and the rights and obligations of the interviewee, including their right to confidentiality. Agree with the interviewee that they can stop the interview at any time or signal to the interviewer that a question is too difficult to discuss.
- The purpose of explaining the interview process is that the interviewee fully understands it, and this can be best done in a dialogue with the interviewee – e.g., by initiating a conversation with them instead of reading standard lines. In explaining the interview process, it is important to ensure the interviewee understands and can retain information, reiterating and clarifying the relevant information as the interviewee may need in the course of the interview.
- It is highly recommended to begin the interview with simple, non-sensitive topics that establish consent and clarify whether or not the interviewee has a partner or family members who may also need assistance.



3. Account:

In order to enable the interviewee to remember and share information about their background, identity, experiences and concerns and for the interviewer to obtain the most relevant, reliable and detailed information possible, it is crucial that the interviewer obtain a free account on each topic (material element) of the interviewees' claims in all interviews. This non-judgmental, non-intrusive and non-adversarial approach centers the interviewee as the one who best understands their experience, redresses the power imbalance between the interviewee and the interviewer, and creates a better understanding of the interviewee and their circumstances and experiences.

In RSD contexts:

This approach aims at enabling the interviewee to control their story, and to remember and tell (or recollect and recount) their experiences with as minimum interference from the interviewer as possible. It also helps the interviewee to share information on their SOGIESC when they are ready to do so and in their own words.

Clarifying the Account:

In order to obtain the most reliable and detailed information possible, this manner of interviewing poses open-ended questions first and proceeds to more focused, closed questions later.

- First, the interviewee is asked to tell, explain or describe.
- Next, the interviewer may ask probing questions about specific experiences or incidents based on the 5WHs (Who, What, Where, Why and When).
- Finally, the interviewer may follow up with closed or leading questions to clarify and verify, but not to obtain new information.
- In RSD contexts: This approach aims at enabling the interviewee to control their story, and to remember and tell (or recollect and recount) their experiences with as minimum interference from the interviewer as possible. It also helps the interviewee to share information on their SOGIESC when they are ready to do so and in their own words.

□ RSD interviewers must:

- Address apparent gaps and apparent inconsistencies in information provided by the interviewee, or apparent inconsistencies between the information provided by the interviewee and other reliable sources of information, including country of origin information.
- Consider how and when during the interview to address inconsistencies, insufficient detail, concerns with plausibility or other potential credibility concerns. Considerations of plausibility are vulnerable to the impact of biases and should be approached cautiously in considering the information obtained by interviewing people with diverse SOGIESC.
- Explain these concerns to the interviewee and give them an opportunity to explain or clarify then, submit their information in writing later (but before the case adjudication date), or request a complementary RSD interview.



4. Closure:

Once the interviewer has obtained and clarified information pertinent to the purpose of the interview, they should use active listening and reflection to summarize the interviewee's statements and requests, using their own words as much as possible. This allows the interviewer to check their understanding and gives the interviewee an opportunity to elaborate or clarify any relevant aspect summarized. Interviewers should record any corrections and/or confirmation provided by the interviewee.

In all interview contexts, interviewers must:

- Check with the interviewee to determine if there have been any communication or implicit bias issues during the interview.
- Ensure that the interviewee is satisfied with the way that the interview was conducted, take note of any concerns raised and address them to the extent possible and appropriate.
- Explain next steps and the timeframe in which they can expect a response, if relevant.
- Give time and space to the interviewee to process the emotional toll of the interview.



5. Evaluation:

During the final phase of the PEACE Model, the interviewer's tasks include evaluating the interview against quality indicators (see: Interview Evaluation Form) and obtaining feedback from the interviewee and from others such as peers or reviewers, with a view to improve overall interviewing skills. With regards to the individual interview, the Evaluation Phase involves an assessment of whether the interview objectives are achieved and whether the information obtained can be relied on in making findings following the interview. It also involves assessing the interview's impact on the well-being of the interviewer.

Following the interview, the interviewer synthesizes all the information obtained during the interview to make an informed assessment of the individual's situation, suitability for standard or expedited inclusion in assistance programmes, or referral for other responses, depending on the purpose of the interview.

MODULE 8 EXERCISE



Working with Interpreters Facilitation Key

What impact could the gender, nationality, ethnicity or linguistic group of the interpreter have on an interview?

The gender of the interpreter could lead the individual to feel discomfort in disclosing certain information. Do not assume, however, that all people with diverse SOGIESC will prefer a female interpreter. The preference will depend on the individual. We can try to ensure they are comfortable with their interpreter by offering an interpreter of another gender, when possible. Individuals may also feel uncomfortable disclosing information to an interpreter of the same nationality, ethnicity or linguistic group, particularly if that individual is from the local community. They may perceive that the interpreter will be biased against them, or that there will be a lack of confidentiality. When possible, it is recommended to use interpreters from outside the community people with diverse SOGIESC feel safe and comfortable.

How can we confirm that interpreters are comfortable interpreting for people with diverse SOGIESC? How can we provide adequate training?

The interpreter's competencies and relevant knowledge and skills, as well as their ethical conduct, are key for the interviewee's ability and willingness to share information and for the interviewer's ability to gather reliable information during the interview. We should speak to interpreters when they are hired. We should also offer interpreters training on a regular basis, when and where possible. If a full training is not possible, they should at least be briefed on the subject, given related handouts and asked to complete an interpretation exercise to ensure they are aware of respectful language. The interpreter should take extensive notes during the interview and notify the interviewer if they are not sure about how to interpret a statement. Audio-recording of the interview can be an important measure to ensure we can rely on the information and to correct possible mistakes in interpretation, as well as to safeguard the integrity of the interview and protect personnel and interpreters against complaints of misconduct. In RSD, the possible impact of interpretation on the quality of information-gathering should be taken into account when considering potential credibility concerns.

Should interpreters be allowed to “opt out” of interpreting for people with diverse SOGIESC?

If an interpreter is a staff member, they should be required to undergo training and work with all interviewees. People with diverse SOGIESC should be no exception. However, if an interpreter is not a staff member, you may wish to allow them to opt out and identify another interpreter. This will help ensure the individual being interviewed has a respectful and dignified experience.

What alternatives are available if an individual will not interview with an interpreter from their community?

The answer to this question is dependent on the location. Sample answers are people from another community who speak the same language or telephonic interpretation. In extreme situations where you have a large number of cases, you might explore bringing in an interpreter from another location.

What are the challenges you've faced using interpreters and what are the best practices you've used to address those challenges?



MODULE 9

INTERVIEW TECHNIQUES

Jens's Story

“The biggest secret in my life was when I was age 15... it was my girlfriend. My stepfather was a very religious man and we lived in a small, conservative community where I had to hide my true self. I needed to escape, so I worked several jobs to save enough money to attend a university in a bigger city. There, I could be myself, but without any support systems I lived in abject poverty and struggled constantly. But then I met many other LGBTIQ+ youth who had also struggled to leave home. It felt liberating to find a new community! For the first time in my life, I belonged. I can't return home again, but in the new community I've created, we support one another unconditionally and celebrate who we are. Now, we have each other.”



MODULE 9 EXERCISE



Group Role-Play

Overview

The **Group Role-Play** exercise is an opportunity for the group to watch learners demonstrate how to conduct an interview with a person with diverse SOGIESC. One learner plays the interviewee and one learner plays the interviewer in each unscripted role-play. The narratives and interview notes that follow these instructions are provided as the basis for the exercise, but learners may wish to elaborate further.

Exercise Length – Standard Variation

45 minutes. 05 minutes for description; 20 minutes for one role-play; 20 minutes for discussion.

Exercise Length – RSD Variation

105 minutes (1 hour 45 minutes). 05 minutes for description; 50 minutes for one role-play; 50 minutes for discussion OR 05 minutes for description; 25 minutes for each for two role-plays; 25 minutes for each for two discussions (if using both role-plays.).

Materials Needed

- Group Role-Play Narrative Sheets (*following these instructions*)
 - Group Role-Play Interviewer Notes (*following these instructions*)
-

Assigning Roles and Managing the Exercise

The roles should be assigned, and the relevant material distributed to the learners chosen, prior to the day the role-play exercise will take place. That way, the participants will have time to learn the material. You may also wish to choose alternate participants in case one of your role-players becomes unable to attend the training or fill the role.

The learners chosen to participate in the role-play should ideally be senior level staff or have prior experience conducting role-plays. Select those who can learn the information for the interviewee or interviewer and skillfully represent that role in front of the entire group.

Note that you should provide the learners who are representing the interviewee with the narrative but not the interviewer notes, and you should provide the learners who is representing the interviewer with the interviewer notes but not the narrative. That way, those playing the roles will not know what the other individual might say.

Be sure to tell the participants what kind of interview they are undertaking – for example, an interview related to protection, resettlement, a gender-based violence assessment, participation in a livelihoods programme or another thematic area. The topic you choose should be based on the profiles of the learners and what type of interview will be of most use to them.

Facilitation Tips for a Successful Group Role-Play

As a Facilitator, there are several ways to ensure you have a successful group role-play:

- Ensure you identify the role-play participants by the day before the role-play and give them their sheets. Identifying participants early ensures they have time to prepare and can ask questions prior to the role-play.
- Ensure the participants and audience understand the intention of the interview – whether it is RSD, protection-related, for resettlement, inclusion in assistance programmes or another purpose.
- Speak to the interviewers prior to the role-play to gauge their level of readiness for the exercise. Ensure you have a common understanding of the approximate length of the role-play.
- Speak with Fadi, Grace and Veronica to ensure they understand that, while they should take their time and only share information about their diverse SOGIESC when they feel comfortable doing so, the purpose of their role is not to challenge the interviewer by being uncooperative – unless the method of questioning the interviewer is using naturally makes the participant feel inclined to withhold information.
- During the role-play, you may elect to stop the participants to discuss what is happening in the interview, especially if the interview is not successful in terms of the information being shared.

You may also elect to allow the interview to run its allotted time without interruption, and then have the group engage in discussion. If this method is followed, ask the observers to make notes as the interview proceeds. They should note the questions they thought were appropriate and those they thought were inappropriate, made the interviewee uncomfortable or were confusing.

MODULE 9 EXERCISE



Group Role-Play Narrative – Fadi

Your role is Fadi, a 64-year-old male. You have been to the office once before and just shared basic biodata. You plan to tell your interviewer about your sexual orientation and share the related challenges you have faced in the past. However, you are concerned the interviewer may be prejudiced and that their bias could negatively influence the outcome of the interview. You have thus considered telling the interviewer a different narrative related to political violence in your home country, but are unsure if that is wise. You told a similar political narrative to the immigration officers in Sweden and your asylum claim was denied.

At the beginning of your interview, you should tell the interviewer that you don't feel well. When asked why, you should say that you were harassed by a security guard on your way into the office. This is your narrative:

Both my parents were very religious when I was growing up, but I never followed any particular religion. When I was a teenager, I already knew I was different than other boys. I knew when they talked about girls that I didn't feel the same way they did. And I knew they wouldn't understand. I made the mistake of telling my sister, who told my parents. They took me to a psychiatrist, who admitted me to an institution. This was a long time ago, when they liked to use electro-shock to try to cure people of all kinds of mental diseases. They used it on me, but it didn't work. After more than a month of this, they let me leave. The doctor told my parents that I was a "homosexual," and that they were unable to cure me. It was as if I had a disability. My mother tried to be supportive.

Unfortunately, when I was in my twenties, my parents divorced. My mother moved away and my father kicked me out of his house. I moved in with a friend. By that time I had met many other men like me. Soon after that, a gay man I knew was killed. The police found my phone number in his pocket when they were investigating. They found me and arrested me and my friend. While we were at the police station, they treated us very badly. They abused us. They burnt me with cigarettes and poured cold water over me every day. I was kept in a dark cell and had no place to sleep. One of the officers told me I was lucky not to die.

After they released me, I quickly married a friend's sister. They were from my country, but she had Swedish citizenship. I thought I could get her citizenship. The marriage was a disaster, and I couldn't file the paperwork fast enough. We were divorced and I returned home. After I returned, I was detained again. One of my friends had been stabbed. They arrested people who knew him and tortured them to give up other names. I was one of the names. They did examinations to try and prove I was gay. They couldn't prove it, so they let me go.

During that time there were many arrests of men like me. It went on for years. Sometimes they would discover parties and arrest everyone. They put them on trial and imprisoned them. They were treated terribly in jail. Others just disappeared. We never heard from them again. This got a lot of attention in the press. After a number of years, I decided I should try to do something. I started an organization to help people who were arrested. That drew a lot of attention to me. The police raided my house a few times. They arrested and detained me regularly. I made connections with human rights organizations abroad, so each time they would let me go. Finally, it got to be too much. I fled back to Sweden. They rejected my asylum claim, so I came here. It was easy to get a visa. It's not sustainable, though. I'm old and cannot find work or a good place to live. I've used most of my savings and exhausted the good will of my friends abroad. I need a better solution.

MODULE 9 EXERCISE



Group Role-Play Interviewer Notes – Fadi

Name: Fadi

Age: 64

Gender: Male

Sex as Listed on National ID: Male

Legally Married? No. Divorced.

Partner / Common-law Spouse? Unknown.

Occupation: Unemployed and subsisting on savings.

Family: None in the country of asylum. Family remains in the country of origin. Fadi fled alone and lives alone in the country of asylum.

Interview Background

- You are conducting a **routine interview** with Fadi today. You plan to use the PEACE model.
- You are **unaware** that SOGIESC has a role in Fadi’s experiences of harm in his country of origin.
- You are unaware that Fadi faces any **challenges** related to his SOGIESC at the current time.
- You have **received training** on diverse SOGIESC but have not, to your knowledge, interviewed any persons with diverse SOGIESC in the past. However, you have your **training materials** to refer to when directing your line of questioning and are familiar with your organization’s guidance.
- At the start of the role-play, you have just finished giving Fadi your **full standard introduction**. You should plan to **summarize that introduction** to open the role-play.
- When Fadi registered, he told your organization that he had previously applied for, but was denied, **asylum in Sweden** and that he subsequently left Sweden and moved to your country without returning to his country of origin. He told the registration personnel that he was not able to provide any details regarding the potential reason for the denial of his asylum claim.

Country Facts

- **Country of Origin (CoO):** Same-sex acts are not technically criminalized. People with diverse sexual orientation, gender identity and gender expression are arrested, imprisoned, abused and murdered with the involvement or knowledge of the State.
- **Current Country of Asylum (CoA):** Diverse sexual orientation, gender identity and gender expression are not criminalized, but it is inappropriate to discuss or display diverse SOGIESC.

Other Challenges

- People with diverse SOGIESC have a difficult time accessing **employment, housing, education and health care** in the CoA. Due to his **age**, Fadi may face particular access issues.
- There is a slight possibility that, due to Fadi’s prior **visibility** as a human rights activist in his CoO, agents of that State could seek to locate and potentially harm him in the CoA.

MODULE 9 EXERCISE



Group Role-Play Narrative – Grace

Your role is Grace, a 30-year-old female. At the encouragement of a community center that works with people with diverse SOGIESC, you have decided to tell your interviewer about your sexual orientation. You also plan to share the challenges you have faced in the past. You previously met with personnel of this organization, but did not disclose your sexual orientation. You are nervous about sharing this information with a stranger. You are uncertain how they will react, despite assurances from the community-based organization that you should be treated with dignity and respect. You have particular difficulty discussing the sexual violence you have faced in relation to your sexual orientation. At the beginning of your interview, you should tell the interviewer that you don't feel well. When asked why, you should say that you were harassed by a security guard on your way into the office. This is your narrative:

I left my home country when I was 17. I was with my family at that time. Before we left, I was abducted and raped by the military. They did this because my parents had been involved with a rebel group in our village. I became pregnant from this rape, but lost the baby while we were leaving the country.

I left my family in the camp and came to the city when I was 27 because my family and some of our neighbors were threatening me. My family is still behind in the camp. I thought it would be better to be on my own than to stay with them there. My family has threatened me since I was young. They always treated me badly because I was different. They thought I was too masculine acting. They saw the way I looked at other girls. I couldn't help it. My family is very religious and they think that having feelings for people that are the same as you is a sin. The worst were the boys. When I was 14, one of my schoolmates saw me kissing another girl on the face on our way home from school. He said he would tell everyone what he saw if I didn't do what he asked. He made me do things to him that I didn't want to do. I had to for him to stay silent.

When I was 16, my uncle wanted me to marry his son. Maybe my uncle knew about me, and maybe he didn't. I'm not sure. But when I refused to marry his son, he got angry and said it was because I was like this. He forced himself on me and said it would fix me. It didn't fix me. Luckily the war came and I got away from him. After we left our country I tried to make a life in the camp with my family. I tried to go to school, but it was too hard. I tried to go to work, but I was getting a lot of pressure from my family to get married. My brothers were really harassing me. Then I heard that my uncle was on his way to that camp. So I left and came here.

I was homeless here for months. I slept on the streets and begged for food to eat. Some other people from my camp are here now and I've been avoiding them. I don't want my family to find out where I am. I finally found a place to stay with a friend. It's in a bad area of the city and it's not very secure. There are many people living in a small room. I had all my things stolen a few months ago. But at least it's a place to sleep. And we sell things together – small things in the market – to make some money.

One day I met someone who worked with a community center that helps people like me. I found out through them that there is a lot of violence here against women like me and against the people who help us. Two people who tried to help us were killed last year. They were raped and their bodies left on the road. I also heard about someone the community tried to kill by burning down his home. This center told me to tell you about what is going on with me and the issues I have faced. They are trying to help me get work. I need work very badly. I also need somewhere safer to live, but I don't want to go back to my family. I heard they want to move to Canada. If I see them again, they may try to marry me or abuse me in some other way.

MODULE 9 EXERCISE



Group Role-Play Interviewer Notes – Grace

Name: Grace

Age: 30

Gender: Female

Sex as Listed on National ID: Female

Legally Married? No.

Partner / Common-law Spouse? Unknown.

Occupation: Informal work selling small items in the market.

Housing situation: Grace lives with friends in housing that has been classified by colleagues who have met with her as insecure. She was previously homeless.

Family: Grace's family members are currently living in a camp while Grace is living in an urban environment. Grace informed the office that she believes her family is immigrating to Canada. She does not want to rejoin her family members or immigrate to Canada. She fled from her family due to an arranged marriage and the subsequent dispute when she refused the marriage.

Interview Background

- You are conducting a **routine interview** with Grace today. You plan to use the PEACE model.
- You are **unaware** SOGIESC has a role in Grace's experiences of harm in her country of origin.
- You are unaware that Grace faces any **challenges** related to her SOGIESC at the current time.
- You have **received training** on diverse SOGIESC but have not, to your knowledge, interviewed any such cases.
- However, you have your **training materials** to refer to when directing your line of questioning and are familiar with your organization's guidance.
- At the start of the role-play, you have just finished giving Grace your **full standard introduction**. You should plan to **summarize that introduction** to open the role-play.

Country Facts

- **Country of Origin (CoO):** It is extremely dangerous to discuss or display diverse sexual orientation, gender identity or gender expression publicly. Same-sex acts are criminalized.
- **Current Country of Asylum (CoA):** Diverse sexual orientation is criminalized. Diverse gender identity and gender expression are not accepted and individuals expressing such may be arrested and prosecuted under laws of general application.

Other Challenges

- People with diverse SOGIESC have a difficult time accessing **employment, housing, education and health care** in the CoA. As a **young single woman**, Grace faces particular challenges in accessing health care, housing and employment.

MODULE 9 EXERCISE



Group Role-Play Narrative – Veronica

Your role is Veronica, a 20-year-old transgender woman. You have been to the office once before and shared basic biographical data. During that meeting, you experienced considerable difficulty in having your correct gender understood by the personnel. You plan to tell your interviewer about your gender identity and share the related challenges you currently face. However, you are concerned the interviewer may be prejudiced and that their bias could negatively influence the outcome of the interview. The following is your narrative:

My name is Veronica, but some people in my family and in my country still insist on calling me Antonio, which is the name given to me when I was born. I am part of an indigenous community from a small mountain town in Country X, and I've been here in Country Y for a couple of months. I fled Country X last year after my family disowned me and my father threatened to hunt me down and kill me. It took me a while to get across the border because I didn't have the right papers and I needed help with that, but now I am here.

I need your help. I was homeless for a while, but now I am living in this horrible situation in the city. I live with a couple of other girls in this house, and we are all struggling. I knew one of the girls from before and she told me that I could move in with them and get some paid work. That sounded really good after being homeless, so I moved in. This man that one of the girls met on social media runs the house and lets us stay there, but we have to work for him. He says the house is his studio, and he pays us to dance and do things while he films us and streams it live. People are paying him to watch us on the Internet, and then he pays us at the end of the week. I just hate it but what can I do? The whole place is unsafe and some of the girls are taking drugs. The man has his favorites and he even brought some of them makeup and phones, but I got my own phone because I don't want him to know what I am up to. We are not locked up in the house, but I do not think that man would like to know that I am here, talking to you.

I found out about UNHCR because an outreach worker for a community group told me about you. They work with a lot of people like me, and they told me that I should talk with you about applying for asylum here because there is no way I can go back to my country; people would kill me. They said that I would be safer in this country and that I can get help to just live my life like I was meant to. It is not easy being here either – people can be really nasty to me on the street, but it is much better than where I come from. I do not really have a family anymore. My family back home is very religious and tried to raise me in a strict way. My problems began early when I was just a child, because I did not feel that I was in the right body for me, but no one could understand that. My father, uncles and brothers insisted that I should dress like a boy and play games meant for boys, but I felt much more comfortable dressing the way I saw my sisters dress and doing things that everyone thought were supposed to be girls' activities. Even my mother did not help me. She said that I was a shame to the family, some kind of demon or curse. The kindest person in my family was my aunt, but even she thought I was sick and that I needed a doctor to cure me.

I was either ignored or mocked, chased and beaten up while growing up, and there was also this weird situation with our local priest, who used to ask me to dance for him when it was just me and him in the church. Things got really bad a few years ago, when my voice started to drop and I started growing hair in all the wrong places. I hated going to school as the other kids were so mean and the teachers told me I needed correction, so I quit school. I was getting abused at home too, and I spent a lot of time hiding out in my room and listening to music. I thought about killing myself more than a few times. I had to get out of there. So, I finally did leave, with the help of some people, and now I am here.

MODULE 9 EXERCISE



Group Role-Play Interviewer Notes – Veronica

Name: Veronica

Age: 20

Gender: Female

Sex as Listed on National ID: Male

Legally Married? No.

Partner / Common-law Spouse? Unknown.

Occupation: Informal work, possibly in sex industry. Not clear if applicant has been trafficked or not.

Housing situation: Veronica lives with friends in housing that has been classified by colleagues who have met with her as insecure. She was previously homeless.

Family: Veronica's family members are currently living in a rural town in Country X while Veronica is living in an urban environment in Country Y. Veronica informed the office that she believes her family is going to hunt her down in the CoA and kill her due to her gender identity. She does not want to rejoin her family members.

Interview Background

- You are conducting a **routine interview** with Veronica today. You plan to use the PEACE model.
- You are somewhat aware that SOGIESC has a role in Veronica's experiences of harm in her country of origin.
- You are unaware that Veronica faces any **challenges** related to her SOGIESC at the current time.
- You have **received training** on diverse SOGIESC but have not, to your knowledge, interviewed any such cases.
- However, you have your **training materials** to refer to when directing your line of questioning and are familiar with your organization's guidance.
- At the start of the role-play, you have just finished giving Veronica your **full standard introduction**. You should plan to **summarize that introduction** to open the role-play.

Country Facts

- **Country of Origin (CoO):** It is dangerous to discuss or display SOGIESC. Same-sex acts are criminalized.
- **Current Country of Asylum (CoA):** Diverse sexual orientation, gender identity and gender expression are not criminalized. Diverse gender identity is accepted, although there is considerable xenophobia against people perceived to be irregular migrants from Country X.

Other Challenges

- People with diverse SOGIESC have a difficult time accessing **employment, housing, education and health care** in the CoA. As a **young single transgender woman**, Veronica faces particular challenges in accessing health care, housing, and employment.

MODULE 9 EXERCISE



Paired Role-Play

Overview

The **Paired Role-Play** exercise allows learners to practice interviewing using the PEACE model and to think about how to explore thematic topics during their own interviews. The Paired Role-Play also allows them to consider what types of questions would be appropriate in the context of the interview they are conducting. By practicing asking questions in a safe and secure training environment, we ensure that the first time learners talk about SOGIESC issues out loud is not with a person with diverse SOGIESC in the office environment.

Note: Be sure to tell the learners what kind of interview they are undertaking – for example, an interview related to protection, resettlement or another thematic area or programme. The topic you choose should be based on the profiles of the learners and what type of interview will be of most use to them.

Exercise Length – Standard Variation

60 minutes. 05 minutes for description; 20 minutes for role-play one; 20 minutes for role-play two; 15 minutes for group discussion.

Exercise Length – RSD Variation

75 minutes (1 hour 15 minutes). 05 minutes for description; 25 minutes for role-play one; 25 minutes for role-play two; 20 minutes for group discussion.

Materials Needed

- Narrative and Interviewer Sheets (*in the Workbook*)
-

MODULE 9 EXERCISE



Paired Role-Play One – Narrative Sheet

Name: Hasti

Age / Sex as listed on ID: 31 / Female

Legally Married? No

Partner / Common-law Spouse? Yes, a female. They fled their country of origin (CoO) together and are living in the country of asylum (CoA) together.

Occupation: Seamstress for an employment project

Is her family aware of her sexual orientation? No.

What was Hasti's experience growing up? Since childhood, Hasti knew she was different from other girls. Hasti liked to play with boys, play football, climb trees and ride a bicycle – activities girls in her country didn't usually do. She also did not enjoy talking to boys in the same way other girls did. She never wanted to flirt with them and never felt an attraction to them. For these reasons, people started talking about her. They said she dressed like a boy and that she acted strangely. Eventually, Hasti became aware that she had a diverse sexual orientation.

Did anyone else in the CoO (extended family, friends, community members, schoolmates, etc.) know about her sexual orientation? If so, how did they react? When Hasti was in her early 20s, she played football on a women's team after university. Her partner was also on the team. After they met, they became inseparable. They ate together and often stayed at one another's houses. Some suspected they had feelings for one another. Family members told her that, in their religion, being in a same-gender relationship was a grave sin. A neighbor said if the rumors about them were true, the girls should be killed. A local religious leader remarked that lesbians should be beheaded, because "ridding the world of such filth is a good deed." Eventually, they felt the only way to be together safely was to leave. At first, they tried moving to a large city where they could support themselves with basic jobs. However, as they became known in their new neighborhood, problems began. When Hasti's partner left the house, the boys teased her by asking, "Where is your boyfriend?" When Hasti and her partner returned home at night, the neighbors said, "Look! The husband and wife have come home." They thus decided to leave the country.

Does she know other people like her in her CoO? How are they treated? No. She did not and does not currently know anyone else from her country like her and her partner. Based on the threats people made, she assumes other women like them would not risk being exposed publicly.

Situation in the CoA? At the community center, women have started harassing them for not wearing the same clothing as other women in the community. They said they would be answerable "on the day of judgment" and their dress gave the community a bad name. Two weeks ago, several women teased them by whispering, "lesbians" and "eunuchs" and laughing when they walked by. As Hasti and her partner were leaving the center, a woman told Hasti her brother wanted to "make a real woman out of her." She said if her husband caught them acting inappropriately, he would beat them until they bled.

What would happen if she returned to her CoO? Hasti fears she and her partner would be killed by extended family or community members. She also fears being harmed by people at their local religious center.

MODULE 9 EXERCISE



Paired Role-Play One – Interviewer Sheet

Name: Hasti

Age / Sex as listed on ID: 31 / Female

Legally Married? No

Partner / Common-law Spouse? Unknown.

Occupation: Seamstress for an employment project

Interview Background

- You are conducting a **routine interview** with Hasti today. You plan to use the PEACE model.
- You are **unaware** that SOGIESC has a role in Hasti's experiences of harm in her country of origin.
- You are unaware that Hasti faces any **challenges** related to her SOGIESC at the current time.
- You have **received training** on diverse SOGIESC but have not, to your knowledge, interviewed any such cases.
- However, you have your **training materials** to refer to when directing your line of questioning and are familiar with your organization's guidance.
- At the start of the role-play, you have just finished giving Hasti your **full standard introduction**. You should plan to **summarize that introduction** to open the role-play.

Country Facts

- **Country of Origin (CoO):** A recent report from a reputable human rights organization notes that, while there are no laws in the penal code of Hasti's country explicitly prohibiting same-sex conduct, people with diverse SOGIESC are routinely attacked and killed with impunity.
- **Country of Asylum (CoA):** Diverse sexual orientation, gender identity and gender expression are not criminalized, but it is inappropriate to discuss or display diverse SOGIESC.

Other Challenges

- People with diverse SOGIESCs have a difficult time accessing **employment, housing, education and health care** in the CoA.
- Due to being a **single young woman**, Hasti may face particular challenges accessing employment and other services.

MODULE 9 EXERCISE



Paired Role-Play Two – Narrative Sheet

Name: Asad

Age / Sex as listed on ID: 19 / Male

Legally Married? No

Partner / Common-law Spouse? Unknown

Occupation: Informal labourer

Is his family aware of his sexual orientation? Yes. Although he is not open about his sexual orientation with his family or the community, he has since childhood been perceived to be gay by both his family and community members in his country of origin and has suffered ongoing emotional and physical harm from his family and his community as a result.

What was Asad's experience growing up? Asad began to know he was different from his peers around age 12 when his friends began liking girls. He didn't like girls in the same way. Eventually he realized he had same-sex attraction. He also realized that this was why his family and community harassed him for being different as he grew up – because he was not like other boys.

Did anyone else in his country of origin (CoO) (extended family, friends, community members, schoolmates, etc.) know about his sexual orientation? If so, how did they react? Several years ago, Asad was doused with petrol and nearly set on fire by a crowd of youth near his school. He was saved due to the intervention of an older woman, who stepped in between him and the youth, giving him time to run away. Afterwards, he was forced to go into hiding in his family's home. He and his family then began receiving death threats about his perceived sexual orientation. Later that year, Asad was abducted by his uncle, who attempted to take him to a remote village where their extended family lived for either forced marriage or honor killing. Asad was able to escape on the way and return to the capital city. Once back in the city, he did not return to the area where his family was living. He instead sought refuge with friends in another area of the city. Soon after, Asad and a friend were beaten and robbed while walking home after dark. Their attackers used anti-gay slurs while demanding money and beating them with sticks. Asad and his friend were unwilling to report the incident to the police due to experiences their friends had had related to police extortion and verbal abuse. They also avoided going to the hospital to have their injuries treated, as they didn't want to draw attention to the attack. Eventually one friend's family decided to flee the country and Asad went with them.

Does he know other people like him in his CoO? How are they treated? He does not currently know anyone else who is gay there. The friends he previously knew who are gay in his country of origin have all fled. He has heard what happens to people like him there, however (*see below.*)

Situation in the country of asylum (CoA)? Asad supports himself through infrequent menial labour and has dropped out of school. He avoids UNHCR and other organizations because he fears seeing others from his country who may tell his family where he is. The family he is staying with is sympathetic, but he feels that he is a burden on them since he cannot make much money.

What would happen if he returned to his CoO? Even if Asad could live apart from his family, he knows people like him face many threats, including imprisonment, physical punishment and even death.

MODULE 9 EXERCISE



Paired Role-Play Two – Interviewer Sheet

Name: Asad

Age / Sex as listed on ID: 19 / Male

Legally Married? No

Partner / Common-law Spouse? Unknown

Occupation: Informal labourer

Interview Background

- You are conducting a **routine interview** with Asad today. You plan to use the PEACE model.
- You are **unaware** that SOGIESC has a role in Asad’s experiences of harm in his country of origin.
- You are unaware that Asad faces any **challenges** related to his SOGIESC at the current time.
- You have **received training** on diverse SOGIESC but have not, to your knowledge, interviewed any such cases.
- However, you have your **training materials** to refer to when directing your line of questioning, and are familiar with your organization’s guidance.
- At the start of the role-play, you have just finished giving Asad your **full standard introduction**. You should plan to **summarize that introduction** to open the role-play.

Country Facts

- **Country of Origin (CoO):** Same-sex activity is criminalized in the penal code and that, if caught engaging in same-sex activity, an individual could be punished with imprisonment for up to five years. While the penal code is not necessarily enforced throughout the country, the law creates an air of impunity surrounding non-state violence against people with diverse SOGIESC. There are also areas of the country that operate under a set of religious laws that recommend lashes or the death penalty for “homosexual conduct.” There are reports of both men and women being executed under this law.
- **Country of Asylum (CoA):** Diverse SOGIESC is not criminalized, but it is inappropriate to discuss or display diverse SOGIESC in public.

Other Challenges

- People with diverse SOGIESC have a difficult time accessing **employment, housing, education and health care** in the CoA.
- Due to being a **single young man**, Asad may face particular challenges accessing employment and other services.

MODULE 9 EXERCISE



Situational Awareness

Overview

The **Situational Awareness** exercise allows learners to consider two potential scenarios they may encounter when interviewing people with diverse SOGIESC and decide how they would address the situation if they experienced it during the course of their work. One scenario is for learners who conduct RSD interviews and one is for learners who engage in other types of interviews.

Exercise Length

30 minutes. 15 minutes for description and team activity; 15 minutes for small group discussions.

Variations

If training a **mixed audience**, RSD participants should complete scenario one in two separate groups while the non-RSD participants complete scenario two in two separate groups. If training an **RSD audience**, all learners should complete scenario one in four separate groups. If training a **non-RSD audience**, all learners should complete scenario two in four separate groups.

Materials Needed

- Situational Awareness worksheet (*in the Workbook*)
 - Team Number Table Cards (*numbers 1-4; in the Training Aides*)
-

MODULE 9 EXERCISE



Situational Awareness Facilitator's Key

Scenario One (for learners working in Refugee Status Determination)

A woman schedules an urgent appointment. She has completed all interviews related to her refugee status determination and is pending a final decision. She tells you she has additional information she wishes to share. She says she identifies as a lesbian and that a new law has just passed in her country of origin that makes same-sex relationships punishable by 15 years in prison. She explains she did not previously share her sexual orientation because she did not feel it was relevant to her claim. She now feels she cannot return to her country of origin both due to the reasons she previously provided, and because of her sexual orientation.

**Do you take this information into consideration? *What additional questions will you need to ask her?*

Sharing sexual orientation with UNHCR, a national government or a partner organization can provoke uncertainty, anxiety or fear in individuals. The fact that this individual did not share the information until she had a specific reason to – in this case, a fear of return to her country due the new law that has been passed – should not be held against her, and the information should be considered as part of her claim. It is common for people with diverse SOGIESC to wait to tell someone about their identity until there is a tangible need to do so. Note that this may be a *sur place* claim because circumstances have changed since she left her country of origin. However, the woman could also have had negative experiences in her country of origin due to her sexual orientation but did not feel compelled to disclose them until this new law prompted her to do so.

Another type of *sur place* claim for diverse SOGIESC cases would be when an individual comes out after arriving in the country of asylum and does not wish to return to their country of origin because they would have to conceal their diverse SOGIESC once again. In that type of case, what has changed since flight is that the individual ceased concealing and may have a well-founded fear of harm if they did not conceal at home. In order to establish her identity as a lesbian, the interviewer would also need to ask a series of respectful questions regarding her experiences using the PEACE model and the thematic areas discussed previously.

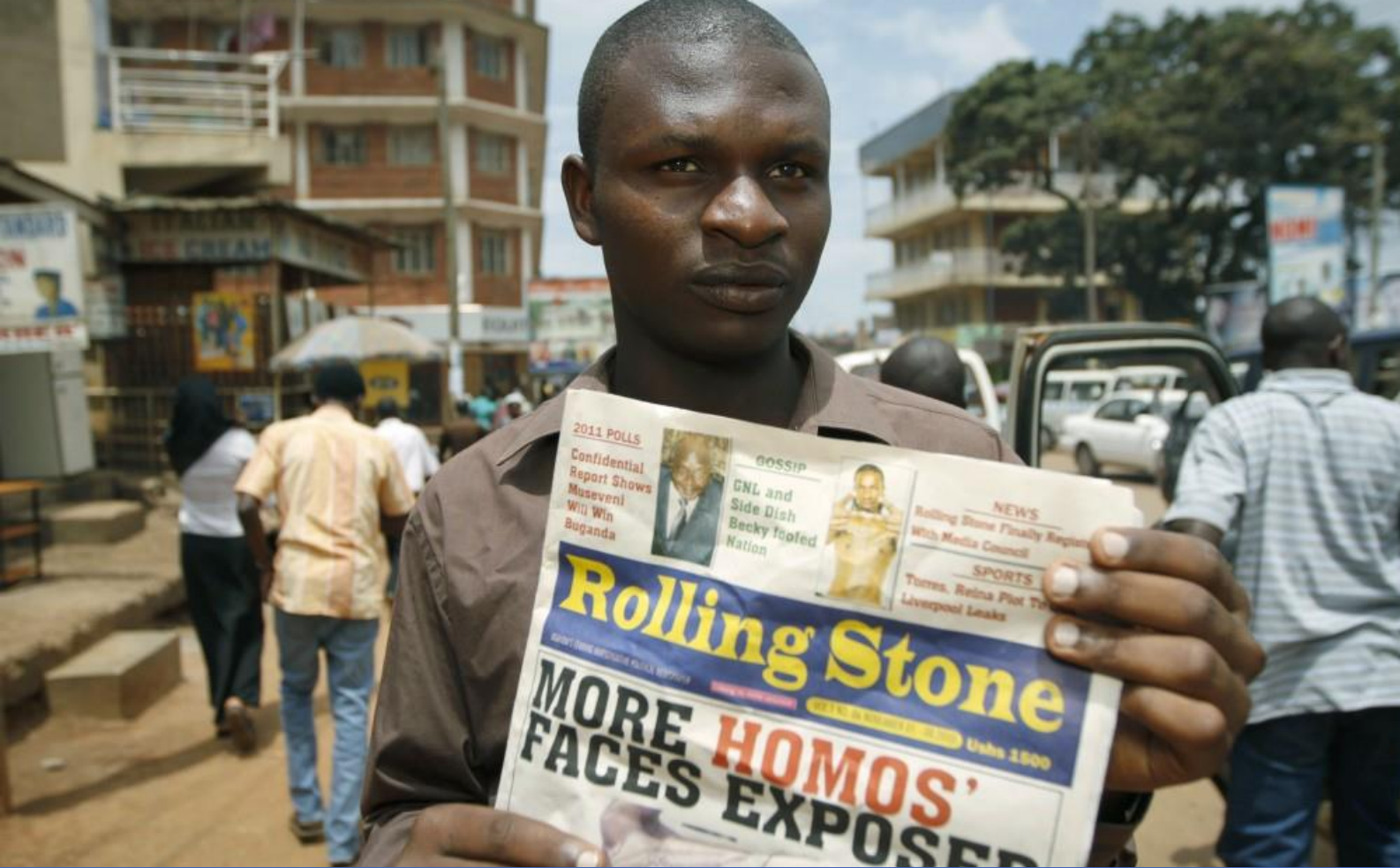
Scenario Two (for learners not working in Refugee Status Determination)

During an interview, a single adult female mentions she has always known she is “not like other women.” She explains she is “not interested in marrying a man” and says, “My family has hurt me because of it.” You believe she is trying to tell you that she has a diverse sexual orientation or is perceived by her family to have a diverse sexual orientation, so you follow a line of questioning that you feel may prompt her to share the information explicitly with you. She is unable or unwilling to answer your questions.

**Why might that be? *How might you establish whether she has a diverse sexual orientation or is perceived as such? *If she continues to be unable or unwilling to answer your questions, what should you do?*

The interviewer should consider whether they have made a false assumption that the individual has a diverse sexual orientation, used language the individual cannot understand, asked inappropriate or abrupt questions that inhibited the interviewee in providing a free account, caused discomfort to the interviewee or did not make the necessary efforts to create a safe and confidential space.

Recall that questions related to being diverse SOGIESC should not be focused on sex or specific terminology, but rather on relevant thematic areas and the individual's feelings and experiences. The interviewer should thus follow the PEACE model in encouraging the individual to give a free account of the issues she faces. The interviewer may also wish to allow the woman to take a break or inquire about whether the interpreter is appropriate.



MODULES 10-12

PROTECTION

MODULES 10-12

Overview

Welcome to Modules 10-12. In Modules 1-7, learners gained the basic skills and knowledge needed to work with people with diverse SOGIESC, including key terms, tips for inclusive communication and how to create safe and welcoming spaces. Modules 8-9 built upon those foundation topics by focusing on how to conduct respectful interviews.

Modules 10-12 address the protection needs of people with diverse SOGIESC in migration, forced displacement and crisis situations by looking at the many points at which people with diverse SOGIESC face challenges, risks and barriers and how we can address them in a variety of settings, including camps and urban environments.

The modules' first two exercises examine the particular needs of people with diverse SOGIESC in **ten key challenge areas**: participation and outreach, individual documentation, sexual and gender-based violence, other issues of safety and security, access to justice, material assistance, shelter and sanitation, education, livelihoods and health. The third exercise asks learners to think about how to address these challenge areas in their own programmes, missions or regions.

Module 10 opens with a learning segment. It helps learners understand **when and where challenges occur**, who is affected and what those challenges are, highlighting the differences between persons of diverse SOGIESC and discussing intersectional factors. This segment also explains how established response structures may create risk for people with diverse SOGIESC and why bodily diversity, gender identity and sexual orientation should be a consideration in planning.

The next segment of Module 10 asks learners to identify **risk points and barriers** in each of the ten key challenge areas and highlights how risk points and barriers vary between urban, non-urban and camp settings and in relation to age, gender, disability and other dimensions of diversity.

The third segment of Module 10 builds upon the **knowledge gained** by asking learners to assess risk points and barriers and suggest responses in three hypothetical locations. The exercise focuses the attention of learners on how different operational actions can address the needs of people with diverse SOGIESC in a wide variety of situations, and how each of those actions can have both positive outcomes and serious limitations. The following exercise asks learners to consider service providers that are inclusive and equipped to serve people with diverse SOGIESC.

The **culmination of Module 10** is the Action Plan exercise, which asks learners to join others from their geographic or programmatic areas of work, and engage with partners, to create a plan of protection for people with diverse SOGIESC. The teams of learners do this by taking into consideration the various specifications of the locations where they work and the various profiles of individuals they serve. This exercise ensures learners depart the training with a concrete plan for implementing actionable protection measures in their daily work.

Module 11, Assessing Protection Needs, explores the Heightened Risk Identification Tool (HRIT), a UNHCR tool that assesses risk and can determine protection actions, through a case study exercise.

A complementary module under Thematic Topics is The Emergency Simulation, which addresses protection in emergencies and can be utilized as a refresher training after participants have taken Module 10. The exercise utilizes challenging programmatic areas, news alerts and program alerts and requires higher levels of engagement between teams to coordinate workable solutions within the crisis.

Module 12, Solutions, addresses several possible solutions for refugees and asylum-seekers, as well as some migrants, including local integration, assisted voluntary return and reintegration and resettlement to a third country. A complementary module for IOM under Thematic Topics is Assisted Voluntary Return and Reintegration.

MODULES 10-12

Timing Chart

| Segment | Description | Slides/FG References | Length | * | Agenda Date/Time |
|--|---|----------------------|----------|---|------------------|
| Module 10: Protection, 6 hours 30 minutes | | | | | |
| Introduction | Objectives | Slide 5 | 2m | | |
| Presentation | What Are the Challenges? | Slide 6-9 | 7m | | |
| Presentation | How Do Migration and Forced Displacement Create Challenges? | Slides 10-28 | 20m | | |
| Presentation | When Are Challenges Faced? | Slide 29 | 2m | | |
| Presentation | Where Do Risk Points Occur? | Slides 30-33 | 5m | | |
| Video | <i>Sustainable Homes - LGBTQ Migrants</i> | Slide 34 | 5m | | |
| Presentation | Barriers to Protection for Specific People | Slides 35-37 | 10m | | |
| Presentation | Ten Key Challenge Areas | Slide 38 | 4m | | |
| Exercise | Risk Points and Barriers Assessment | Slides 39-62; FG 176 | 1h 40m | | |
| Exercise | Protection Responses | Slide 63; FG 187 | 2hrs 10m | | |
| Exercise | Building Service Networks | Slide 64; FG 208 | 40m | | |
| Exercise | Action Plan | Slide 65; FG 212 | 25m | | |
| Video | <i>As I Am</i> | Slide 66 | 3m | | |
| Wrap-up | Key Learning Points | Slides 68-69 | 2m | | |
| Module 11: Assessing Protection Needs, 2 hours 5 minutes | | | | | |
| Introduction | Objectives | Slide 71 | 1m | | |
| Presentation | Review: Common Protection Issues | Slides 72- 73 | 3m | | |
| Exercise | Case Study Assessment | Slide 74; FG 216 | 1h 50m | | |
| Video | <i>Adamyia: Stalwart (Documentary)</i> | Slide 75 | 7m | | |
| Wrap-Up | Key Learning Points | Slide 76 | 1m | | |
| Module 12: Solutions, 2 hours 45 minutes | | | | | |
| Introduction | Objectives | Slide 78 | 2m | | |
| Presentation | Voluntary Repatriation | Slide 79 | 2m | | |
| Exercise | Considering Voluntary Repatriation | Slide 80; FG 226 | 45m | | |
| Presentation | Local Integration and Resettlement | Slides 81-90 | 30m | | |
| Exercise | Considering Resettlement | Slide 91; FG 229 | 85m | | |
| Wrap-Up | Key Learning Points | Slide 92 | 1m | | |
| *You can use this space to mark required and optional sessions; optional can be denoted with an "O" FG = Facilitation Guide; the corresponding Workbook pages are denoted on the presentation slides. | | | | | |

Training Tip!

Remember to let the presentation be your guide. All objectives, teaching segments, discussion questions, videos, exercises and key learning points have slides in the presentation. Exercise slides instruct participants the page to turn to in their workbooks, and the Notes section of exercise slides refers you to the relevant page in the Facilitation Guide for notes and keys. For more training tips, see the Facilitation Guide.



MODULE 10

PROTECTION

Edafe

After being attacked by a mob in his home country of Nigeria, [Edafe was forced to flee to the United States](#). Edafe had been an activist for LGBTIQ+ rights in Nigeria, where the LGBTIQ+ people face violence, persecution and the threat of imprisonment.

When Edafe arrived in the United States, he notes that it was the kindness of strangers that helped him survive. Once he was settled, Edafe wanted to make sure that other LGBTIQ+ refugees and asylum seekers in the U.S. would receive the same kindness and support that he had.

In 2017, Edafe opened RDJ Refugee Shelter, the first shelter for LGBTIQ+ refugees and asylum-seekers in New York City. To this day, they have supported more than 2,000 individuals through housing resources, legal support, job readiness training, English language classes and psychosocial support.

"Especially as a displaced person, community makes you feel at home," Edafe explains. "Community is the bedrock of [LGBTIQ+ refugees'] integration in a new country."



MODULE 10 EXERCISE



Risk Points and Barriers Assessment

Overview

The **Risk Points and Barriers Assessment** exercise helps learners develop a deeper understanding of the ten key challenge areas outlined in the teaching segment by identifying the top risk point and top barrier for various people within each challenge area. The exercise asks: now that we know the challenge areas, what risks and barriers might individuals with diverse SOGIESC face in each of these areas? How do the risks differ if the person has diverse sexual orientation, rather than gender identity? If the person is older, has a partner, or has children? If the person is in a city rather than a camp setting? The learners work in six teams. Each team is s of a person with diverse SOGIESC who has an additional intersectional factor.

Exercise Length:

1 hour 40 minutes. 40 minutes for team activity; 60 minutes for discussion.

Materials Needed

- Risk Points and Barriers Assessment Worksheet (*one per learner; in the Workbook*)
- Profiles (*one per learner; in the Workbook*)
- Team Number Table Cards (*numbers 1-6; in Training Aides*)

Alternative Facilitation Ideas!

An alternative way to facilitate this exercise is to have the learners join into pairs and each pair choose or be assigned a profile. Give the pairs 25 minutes to complete the worksheet together, then ask all pairs who had the same profile to join together and take 15 minutes to share their risk points and barriers in each challenge area. They should debate their choices and agree on the most important risk points and barriers for each key challenge area, then present them in plenary. If they cannot agree on a top choice for each, they can present the different choices they made and explain why their opinions differ.

MODULE 10 EXERCISE



Risk Points and Barriers Assessment

Read the profile assigned to your team, then identify the top risk point and top barrier for your individual(s) in each of the ten key challenge areas using the Worksheet. Refer to the guidance that follows the worksheet for ideas. When formulating the top risk points and barriers, consider how some programmatic interventions, protection tools and mechanisms, especially when poorly designed, could place your individual at risk.

Profile #1: Ava

Ava is 62 years old. When she was 18, she got married. She and her husband were married for more than fifteen years, but Ava was unable to bear children, and he divorced her as a result. Due to her age and the economic needs of her family, they did not pressure her to marry again. Ava found a job working at a health clinic. It was there she met Laila more than 25 years ago. At that time, Laila was in her early 20s and married with three children. Ava and Laila were careful to conceal their relationship since they knew they could be gravely harmed. Despite their precautions, Ava's brother discovered her and Laila together. He threatened to report her to the police. He also told Laila's husband about the relationship. Ava and Laila fled, leaving Laila's children behind.

A sympathetic colleague put them in touch with a women's group in a large city in another province. Ava obtained a job at a local clinic, and they were able to establish a household together there. A number of years later, there was an earthquake that devastated the city. The women's organization Laila and Ava had relied on for support was destroyed. Feeling too vulnerable as single women to remain in the city, and unable to return to their village, Ava and Laila crossed the border into the country of asylum and sought assistance there.

Since arriving, Ava and Laila have had difficulty finding work, and Laila has engaged in survival sex work. It is a rural area with many individuals from their country of origin who were displaced either by the earthquake or a tribal conflict in the region. They have told everyone they are aunt and niece, but fear being exposed.

Profile #2: Anwar

Anwar lives in an urban area and has isolated himself from others, including those from his country of origin, due to the fear they will persecute him. He maintains a low profile. He avoids going out during the day, if possible, and avoids crowded public areas where people may see him. He prefers to go out in the evenings and do his shopping when markets are less crowded and he can maintain his anonymity.

Anwar does not have friends or family members in the county of asylum. He has recently approached assistance organizations because his savings are running out, and he does not have a legal work permit.

Anwar fled his country of origin after being detained and severely abused by the police. The incident occurred because Anwar confessed to his wife that he had been in a long-term relationship with a man. She suspected he was having an affair for some time, and after reading text messages on his phone confronted him. He hoped she might be sympathetic so confided in her. Instead, she reported him and his partner to the local police station. After she reported him, the police arrested Anwar and his partner and detained them for several weeks. Anwar's wife told her family he was arrested because he had been abusing her.

During his detention, Anwar suffered both physical and sexual violence. Eventually, friends paid his bail and, after his release, Anwar emptied his bank account and fled the country. As he was leaving, he received threatening text messages from his wife's family. Since his arrival, he's had no contact with them or his partner.

Profile #3: Mia

Mia is a 24-year-old bisexual woman who was displaced eight months ago. Mia's mother died when she was born and her father remains in the country of origin. She has no other relatives or close friends in the country of asylum. Mia lives with three young single women in an urban area that is primarily populated by migrants and asylum-seekers from the region. She was placed in the housing with the young women through a service provider and does not know them well.

Prior to her flight, Mia was severely injured in an attack against her and her female partner by members of the community. Her partner was killed. Friends later helped Mia flee the country. As a result of her injuries, Mia now has severe mobility issues and requires assistance walking. She subsists on assistance from an organization for asylum-seekers with disabilities, but the assistance is limited, and Mia often must rely on sympathetic neighbors and friends in order to support herself throughout the month.

Mia has avoided discussing her relationships with women or her partner due to her fear of discrimination or violence from service providers, housemates, neighbors and community members. She also fears that if she discloses the reason she fled her country of origin, she will stop receiving assistance. Prior to the attack, Mia had experienced a number of other issues in her country of origin related to her perceived and real sexual orientation, including harassment and violence. She is currently seeking asylum.

Profile #4: Jack

Jack is a 28-year-old transgender man. He moved to the country of asylum as a labor migrant in his early 20s. At that time, Jack had the gender expression of female and used the name that was assigned to him at birth, Shreeni. His official documents, including a national ID card, visa and passport, list this name.

Jack experienced a wide range of issues related to his gender identity while growing up, including violence at home and in school. Due to bullying from students and extended periods of drug use, Jack dropped out of school at age 14. His parents later asked him to leave the house. He subsequently moved to the capital city in order to look for work. Later, he decided to move abroad to work as a domestic helper.

After several years in the country of asylum, Jack decided to quit his domestic job and transition to male. He accessed hormones through the black market, transitioned his gender expression to male and moved to temporary housing in a city with other transgender migrants. In order to support himself, Jack began working in the informal economy, mostly doing construction. After transitioning, Jack determined he was unable to return to his country of origin and applied for asylum. Soon after, he was detained at a police checkpoint for lacking proper identification, since his past employer had kept his passport. Jack is currently in detention for working illegally in the country and is facing deportation. He is being denied access to hormones and the sanitary supplies that are furnished to female detainees.

Profile #5: Sarah

Sarah is a 22-year-old transgender woman. When she was 21, she left her community due to ongoing political conflict. She was already living apart from her family at the time she left and has not been in touch with them since. She fled with the two friends with whom she had been sharing an apartment, and together they moved into a makeshift camp. Sarah lost her documents when they fled their apartment and has not been able to return to retrieve them. They list her sex assigned at birth as male.

Prior to leaving her community and moving to the temporary camp, Sarah was taking hormones. She was easily able to obtain them from a pharmacy prior to fleeing, but now that she is living in a camp has more difficulty obtaining them. The nearest pharmacy does not have the hormones she needs, and the cost of travelling to the city to obtain them is prohibitive given her meager savings. She instead relies on the black market and many days has to skip doses.

Sarah and the other transgender women living in the camp experience regular food insecurity and do not have access to clean water or sanitation facilities. Because they largely do not have ID cards matching their gender expression, they have been unable to register for aid from government providers. They have been ignored by the international organizations who are assisting residents of other camps, and the little aid they receive is coming from sympathetic community members and one local women's organization. They have tried to elevate their situation to a nearby UN office by leaving messages with the security guards at the gate but have received no response. Based on the reactions they receive from the guards, they suspect their messages are not reaching the reception desk or relevant personnel. Some have suggested that they may need to camp outside the office gates of the UN office in order to have their voices heard.

Profile #6: Aden and Awo

Aden and Awo are ages five and seven, respectively. They are siblings and live in a camp with their parents, grandparents and three other siblings. Both children are intersex. Aden's birth certificate lists him as male and Awo's birth certificate lists her as female. The children have been raised to conform to those gender roles.

Aden and Awo's parents fled their country of origin before Aden was born. In their country of origin, they experienced discrimination from neighbors and community members who were aware that Awo was intersex. In their culture, children born intersex are viewed as having a severe disability. Families may hide the fact that children are intersex and, in extreme cases, place them in foster care or orphanages. For that reason, when Aden and Awo's parents fled the country due to violence related to a revolution, they moved to a different area of the asylum country than most individuals from their community.

After arriving in the country of asylum, Aden was born. The nurses at the clinic in the camp where he was delivered noted he was intersex and did not keep the information confidential. Therefore, it is widely known that the family has an intersex child, although neighbors do not know definitively which child. All members of the family face stigma and discrimination, both at home and in school. Aden and Awo's parents are afraid that the idle threats neighbors have made against them might one day be actualized.

MODULE 10 EXERCISE



Risk Points and Barriers Assessment Worksheet

PROFILE: _____

| # | Key Challenge Areas | Risk Points and Barriers |
|----|-------------------------------------|--------------------------|
| 01 | Participation and Outreach | |
| | | |
| 02 | Individual Documentation | |
| | | |
| 03 | Sexual and Gender-Based Violence | |
| | | |
| 04 | Other Issues of Safety and Security | |
| | | |
| 05 | Access to Justice | |
| | | |
| 06 | Material Assistance | |
| | | |
| 07 | Shelter and Sanitation | |
| | | |
| 08 | Education | |
| | | |
| 09 | Livelihoods | |
| | | |
| 10 | Health | |
| | | |

MODULE 10 GUIDANCE



Sample Risk Points and Barriers in Key Challenge Areas



01: Participation and Outreach

Conditions at reception spaces – may discourage people with diverse SOGIESC from approaching UNHCR and partners to disclose information.

Staff – may be untrained and unprepared to assist people with diverse SOGIESC.

Humanitarian response efforts that require exposure to others – can result in exclusion of individuals who are isolated or invisible. Recall that active invisibility is sometimes a survival strategy for people with diverse SOGIESC.

Participatory assessments – may not be inclusive or accessible and may even place people with diverse SOGIESC at heightened risk.

Community centers, information centers, public meetings and other gathering places where information is shared – may not offer relevant information or assistance for people with diverse SOGIESC and may require them to risk exposure. Establishing contact and rapport with people with diverse SOGIESC can require time, patience and building trust with one or more people with diverse SOGIESC in order to gain contact with a broader group, to the extent that individuals have contact with one another.

Outreach structures, including those utilizing volunteers from the population of concern – can exclude or place people with diverse SOGIESC at risk.

Traditional leadership and representation structures – may exclude people with diverse SOGIESC, lack representatives who are people with diverse SOGIESC and may refrain from considering the priorities of people with diverse SOGIESC in decision making processes.

Health care providers – may not take past medical trauma, or the impact of negative experiences on their likelihood to seek care, into consideration when designing outreach for people with diverse SOGIESC.

02: Individual Documentation

At border crossings, other immigration points, security checkpoints, registration and reception centers and police stations, during census exercises, and in accessing legal status, asylum, humanitarian aid and services

– a lack of official documentation that matches one’s self-identified gender, or a lack of legal documentation of marriage or adoption, may lead to discrimination, separation, violence or exclusion.

A lack of legal status due to a lack of documentation – may limit access to police protection, housing, employment, medical care, mental health care and humanitarian assistance, leading to risky survival measures such as sex work.

Official documents listing a sex that does not match the individual’s gender identity – may lead to harassment and abuse by authorities and others, especially in spaces such as detention, but also for shelter assignments and non-food items allocations in camp/group reception settings (see #6).

Inappropriate registration processes that reveal sensitive information, involve officials who are not LGBTIQ+-sensitive or welcoming, or force individuals to wait in public queues – may place people with diverse SOGIESC at risk.

Registration and documentation forms – may exclude people by conflating sex and gender and limiting categories to male and female, or by not recognizing same-gender families.

Obtaining birth certificates for intersex babies – can lead to discrimination, stigma and violence.

In shelters, sanitation facilities and in detention – same-gender couples may be separated and facilities may not be appropriate for self-identified gender.

School enrollment classifications – may not align with self-identified gender, or may be a challenge due to a lack of proper birth registration documents.

During voluntary repatriation and resettlement, people with diverse SOGIESC – may not receive appropriate or necessary information and may face issues of family unity.

03: Gender-Based Violence

Family members, local community members, other refugees and asylum-seekers, educators, employers, reception center administrators and police and other authorities – are all potential perpetrators of sexual and gender-based violence against people with diverse SOGIESC. Within families, GBV may be accompanied by isolation, psychological abuse and forced marriages.

Survivors of GBV – may be rejected by their families, other migrants, refugees and asylum seekers, or by social institutions.

Where same-gender conduct is criminalized, or **other laws** are applied disproportionately, people with diverse SOGIESC – may face high rates of GBV due to impunity, especially if they are involved in sex work. A lack of police protection may, in many locations, increase the probability of GBV occurring.

In countries where LGBTIQ+ identities, relationships and behavior are highly stigmatized and negative attitudes against people with diverse SOGIESC and associated behavior are widespread, GBV – may also occur with impunity and people with diverse SOGIESC may be wary of approaching authorities for assistance, especially if local security forces are suspected of also perpetrating GBV.

Reporting mechanisms – may be limited, especially for survivors of sexual violence who are men, and represent a risk of exposure, discrimination or further violence, especially if clinical staff in public health facilities are required to report GBV cases to local authorities in places where consensual same-gender relations are criminalized.

In many places, there is no legal recourse for survivors of GBV due to the legal framework, access to documentation and police or judicial responsiveness.

Male survivors of GBV – may encounter barriers due to laws and the police defining GBV survivors as female. Safe shelters may not be available for transgender women or male survivors of GBV.

Detention and shelters – are particularly high-risk, especially for transgender individuals and individuals whose gender expression does not conform to prevailing social norms.

04: Other Issues of Safety and Security

Much like GBV, **family members, local community members, other refugees and asylum-seekers, educators, employers and police and other authorities** – are all potential perpetrators of threats to the physical, emotional and mental safety and security of people with diverse SOGIESC. Health care providers and aid workers may also present a risk.

Issues of safety and security – can include verbal, physical or sexual harassment, verbal or physical threats, social cleansing campaigns, extortion or blackmail, physical attacks, public exposure, outing to authority figures, friends or family members or public humiliation. Non-consensual disclosure of a person's personal information and other harassment can also occur through social media communications.

Border crossings, aid queues, centers, detention facilities and shelters – are high-risk locations due to the level of exposure to potential discrimination and violence people with diverse SOGIESC face. Borders present the additional risk of trafficking. Detention may result in abuse, harassment, isolation and/or extortion and offer no access to due process.

Survivors of violence – may be rejected by their families, other migrants, refugees and asylum seekers or by social institutions.

Where same-gender conduct is criminalized or other laws are applied disproportionately – people with diverse SOGIESC may face high rates of stigma, discrimination and violence due to impunity. They also face criminal penalties, and GBV survivors may be penalized.

In countries where LGBTIQ+ identities, relationships and behavior are highly stigmatized – violence directed against people with diverse SOGIESC within migrant, refugee, asylum seeker, internally displaced and crisis-affected communities may occur with impunity.

Reporting mechanisms, whether to security officials or aid agencies – may be limited and represent a risk of exposure, discrimination or further violence due to a lack of confidential spaces.

Survival – can require strategic invisibility on the part of people with diverse SOGIESC, which can limit a person's access to humanitarian assistance, health care, employment, education and dignified shelter.

05: Access to Justice

Formal justice mechanisms, including police stations, trials and other judicial processes – may limit access to or exclude people with diverse SOGIESC due to prejudice and stigma. People with diverse SOGIESC may also fear reporting the crimes that have been committed against them. Public outing is an invasion of the right to privacy and presents particular risks.

A lack of police protection in the country of asylum – may be due to entrenched social discrimination, a lack of training of police forces, discouragement of people with diverse SOGIESC from seeking assistance and other context-specific causes.

Informal justice mechanisms, such as community tribunals and village truth commissions – may discriminate against or exclude people with diverse SOGIESC, including in matters regarding child custody or best interest determinations for children.

Response mechanisms outside state authorities such as neighborhood watch teams and service providers – may also present a risk, especially if there is impunity in the society for stigma and violence against people with diverse SOGIESC.

Asylum – may be denied when officers are prejudiced, not trained to evaluate SOGIESC-based claims, have a lack of access to public information about the basis of SOGIESC claims, do not believe diverse SOGIESC constitutes membership in a particular social group, when people fear sharing or do not know they can disclose, and when individuals do not realize that their diverse SOGIESC may be relevant to their claim.

Detention – can impede access to asylum.

Criminal laws – may represent a barrier to effective and accessible justice.

06: Material Assistance

Distribution mechanisms, such as queues or general access hours – may put people with diverse SOGIESC at risk because they force them to be visible to others. Gender-based queues are particularly problematic and unsafe for individuals who have diverse gender expressions, including those who are transgender or non-binary.

Distribution criteria, including those defining who can access aid, how, when and why – may not recognize same-gender couples, thus excluding them from aid meant for families; may exclude transgender individuals who lack documentation that matches their gender expression; may fail to provide intersex people with appropriate medical supplies, as needed; and in some cases may exclude populations like single gay men. Distribution processes may make assumptions about what families, men and women look like and what items they need.

Discrimination by those managing the queues and aid distribution – may result in people with diverse SOGIESC being denied aid, issued less aid than other people or facing a humiliating or harmful experience if they attempt to access aid.

Contents of assistance packages may not be appropriate for some people with diverse SOGIESC – for instance, transgender men may need access to sanitary napkins and intersex individuals may need hormone replacement therapy, including if their internal reproductive organs have been removed as a part of “corrective” surgery.

07: Shelter and Sanitation

Neighbors, community members from the host and refugee and asylum-seeking communities and others sharing housing, such as roommates or housemates – may cause harm and lead to insecure housing and even homelessness.

Housing options – may be limited by income and family support.

Landlords – may refuse to rent to, exploit, or evict people with diverse SOGIESC.

Housing in camp and urban settings – may lack privacy, posing risks for all people with diverse SOGIESC, but especially same-gender couples, transgender and intersex people. Camp housing may not recognize same-gender families, resulting in separation.

Housing near other migrants, asylum-seekers or refugees – presents potential safety and security risks to people with diverse SOGIESC.

Housing away from other migrants, asylum-seekers or refugees – may be isolated and lack access to services and key LGBTIQ+-focused community resources.

In temporary housing, such as shelters – same-gender couples may be separated. Transgender individuals may not be welcome in gender-segregated shelters designed for predominantly cisgender and heterosexual residents.

Safe houses – may be attacked once their residents are identified as people with diverse SOGIESC and are not appropriate for long-term use.

Sex segregated sanitation facilities and shelters – may put transgender and intersex people at risk of humiliation, anxiety, GBV and physical and mental harm.

08: Education

Fellow students – may bully, harass, stigmatize and physically abuse youth who do not conform to expected roles or behavior in relation to gender or who experience atypical development during puberty (such as in the case of intersex youth).

Multiple studies have shown – that youth with diverse SOGIESC face higher rates of abuse in school than their non-LGBTIQ+ peers. They are more likely to be bullied, assaulted, socially ostracized, harassed and have their property stolen or damaged.

Hallways, gymnasiums, locker rooms, cafeterias, school yards and other locations where teachers may not be present – represent risk points for youth with diverse SOGIESC.

In classrooms, teachers and school administrators – may not be trained to assist youth with diverse SOGIESC or may bully, harass, stigmatize or physically abuse youth with diverse SOGIESC themselves.

Students with diverse SOGIESC have reported – that teachers and support staff do not interfere when they hear bias-based slurs or witness students with diverse SOGIESC being harassed by their classmates.

Gender binary schools, classrooms, toilets, activities, sports teams and dress codes – may limit access to or exclude transgender or intersex youth or categorize on the basis of documentation rather than self-identified gender.

Gendered dress codes – may be a particular source of stress for students who do not conform to mainstream expectations in relation to their gender identity or appearance.

School counselors and leaders – may not be trained to work with youth with diverse SOGIESC and may provide no mechanisms for youth with diverse SOGIESC to report harm.

Being a target of harassment and discrimination at school – has been shown to have negative consequences for students' health, which can lead to substance abuse, depression, suicidal ideation and lowered academic achievement, including increased absenteeism.

09: Livelihoods

Employers – may refuse to hire, discriminate against, abuse or summarily dismiss people with diverse SOGIESC on the basis of their SOGIESC or same-gender relationships due to entrenched social discrimination.

Colleagues, supervisors and human resources staff – may stigmatize, harass or abuse people with diverse SOGIESC. Sexual harassment may be of particular concern.

Sex work – may be the only option for some people with diverse SOGIESC, especially transgender women, who are unable to access work in the formal sector. It can pose particular risks, especially in relation to GBV, sexually transmitted infections (STIs) and exposure to airborne viruses such as SARS CoV-2 (COVID-19).

Informal work settings and arrangements – can lead to exploitation, including a lack of payment of wages, trafficking or sexual and physical violence. Transgender persons are at particular risk of being misgendered. In informal work settings that are industrial, they may be assigned to work inappropriate to their needs (manual labor for transmen and “feminized” work for trans women).

Livelihoods programmes – may not take into account the barriers to employment, needs or specific concerns of people with diverse SOGIESC, or may discount the inclusion of people with diverse SOGIESC entirely. Livelihoods programmes may not be appropriately targeted for the educational backgrounds, skills and capacities of migrants, refugees and asylum seekers with diverse SOGIESC.

A lack of documentation – can exclude people with diverse SOGIESC from legal employment or programmes that would assist them in accessing dignified livelihoods. This also includes access to opening bank accounts and other financial services.

10: Health

Health care centers and treatment options – may not provide appropriate, respectful or critical health care services to people with diverse SOGIESC.

Physical health needs – may be related to physical or sexual violence, hormone therapy, transition, HIV/AIDS, the health consequences of sex work or other health concerns.

Mental health needs – may be related to transition, social isolation or rejection, trauma, physical or sexual violence, depression, anxiety or other factors.

Hospitals and health care centers – may deny same-gender partners access to their ill or dying loved ones.

“Corrective” programmes or treatments, including surgeries and other interventions on intersex children – may be extremely damaging to health.

Health care providers, including doctors, nurses and support staff – may discriminate against people with diverse SOGIESC or represent threats to confidentiality. They may not be trained to work with people with diverse SOGIESC in a respectful way.

Referral pathways to mental health and psycho-social support programmes for people with diverse SOGIESC – may be limited or based on the misconception that being LGBTIQ+ is a mental health disorder.

Some services, such as HIV/AIDS treatment, clinical management of rape (CMR), hormone therapy and transition assistance – may be deeply stigmatized and result in humiliation or harm for people with diverse SOGIESC perceived to be in need of these services

Speaking to health care providers about LGBTIQ+ identity or issues – may pose great risks to people with diverse SOGIESC who fear exposure or harm. Thus, providers may not receive accurate information about the root cause of the issue.

Documentation issues – could prevent people with diverse SOGIESC from accessing health care systems.

MODULE 10 EXERCISE



Protection Responses

Overview

Now that learners have **identified risk points and barriers** in each key challenge area for various profiles of people, the Protection Responses exercise asks them with identifying real-world responses to those risk points and barriers. The six teams are shuffled into **three new teams**. Each team is assigned the location scenario that corresponds with their team number. In the Workbooks are a scenario sheet and a worksheet they will fill out during the course of the exercise.

The **goal of the exercise** is for each team to assemble a solution-oriented plan of specific, actionable responses to the risks in each key challenge area in their location. As they formulate their responses in the ten key challenge areas, the teams are asked to write those responses on post-it notes and place them on the walls beneath the ten key challenge area signs. This way, everyone can read the responses the other teams are working on. The group then reviews the list of responses in each key challenge area, with the Facilitator providing positive examples to support the discussion.

Exercise Time: 2 hours and 10 minutes. 60 minutes for team activity; 70 minutes for group discussion.

Materials Needed

- Protection Responses Scenarios (*one per learner; in the Workbook*)
 - Protection Responses Worksheet (*one per learner; in the Workbook*)
 - Team Number Table Cards (*numbers 1-3; in Training Aides*)
 - Key Challenge Area Cards (*one set, affixed to walls in a line; following these instructions*)
 - Ten large sheets of paper from a flip chart to which teams can affix post-it notes (*affixed to walls in a line underneath the Key Challenge area signs*)
 - Post-it notes in three different colours (*one set for each team, in a different colour for each team*)
 - Bonus Alert and Response Example Cards (*one set, laminated, if possible, and cut out; in Facilitation Guide*)
-

Alternative Facilitation Idea! Large Groups

If you are working with a large group, you may wish to have more than three teams; instead, you could have six or nine teams. Assign each team a location; two or more teams will be working with the same location. Once they have prepared their post-it notes, instead of taking them up to the wall, ask them to meet with the

other teams that are working on the same location. They should present their ideas to one another and then together decide which post-it notes are the most important to display on the wall.

When debriefing on the post-it notes under each challenge area, you have several facilitation options. First, you can do a “gallery walk” where you walk the group from one challenge area to the next, going through the post-it notes along the way. You can ask a member of the team to come up and present theirs. You should have a different member of the team present each time to keep everyone engaged. Another approach is to choose ten learners and have each one present all the post-it notes on one challenge area, asking the teams to explain their choices as they go. The key is to keep everyone interested and engaged as you move through the ten areas – especially when you get to the last three or four areas, at which point attention can wane.

Alternative Facilitation Idea! Locations with Limited Focus

If you are working with a group based in a location with limited focus – for instance, only on camp-based populations, or only with urban populations, you may find it more useful to narrow the scope of the exercise to that location. While it is important that learners understand how to address issues in a diversity of locations, there may be instances in which a narrow focus on the realities of that particular operation are more important than a wider scope of inquiry.

If you choose to narrow your scope of focus to one setting, you may have all teams work on that setting and then compare their work. You may alternatively wish to have each team work on the same setting but focus on two or three challenge areas. You may then wish to use the solutions they propose as the basis for an action plan for their work in that particular operation.



Participation and Outreach



Individual Documentation



Gender- Based Violence



Other Issues of Safety and Security



Access to Justice



Material Assistance



Shelter and Sanitation



Education



Livelihoods



Health

BONUS CARD

ALERT #1

A **security incident** has occurred at the camp. Two individuals with diverse SOGIESC were attacked by an angry mob in the market area. The mob surrounded them and attempted to stone them. Locally contracted security forces temporarily broke up the circle in an attempt to establish what was occurring. During this time, the individuals were able to escape. Once the security forces understood the situation, they encouraged the residents to pursue the individuals at their home and several guards joined them. The home was surrounded and residents set it on fire. The individuals had by that time fled the camp and are now being temporarily housed in a shelter in the capital city.

BONUS CARD

ALERT #2

The government of country Y has announced that **foreigners without legal residency permits** will no longer be allowed to reside in the country. Non-residents who are found residing in the country are being arrested and detained with the threat of deportation. UNHCR has negotiated with the government to be allowed into detention facilities to interview individuals and monitor their status.

BONUS CARD

ALERT #3

Recent elections established a more conservative government, which quickly **passed a propaganda law** that criminalizes public information-sharing about diverse sex, sexual orientation and gender identity. The law is similar to one that was passed last year in a neighboring country. The lawmakers claim it protects children from learning about “homosexual lifestyles” and will stop “the spread of homosexuality” in the country. Government spokespersons have noted that **foreigners will be prosecuted** under the law if found to be speaking publicly on the topic.

BONUS CARD RESPONSE EXAMPLE #1

A colleague who has just arrived from another mission described the safe space initiative they put in place to encourage people with diverse SOGIESC to share critical information at the time of registration. UNHCR personnel conducted registration activities in the country in coordination with the government. Safe space signs were posted in the waiting areas of the registration centers and staff placed safe space leaflets on their tables. Staff and interpreters were given training on working with diverse populations, including people with diverse SOGIESC, prior to deployment. The colleague reported that, due to these efforts, a number of people with diverse SOGIESC with issues related to missing partners or accommodation approached UNHCR and were referred for assistance.

BONUS CARD RESPONSE EXAMPLE #2

A colleague who has just arrived from another mission described the dormitories that were built during a mass influx of displaced persons. The dormitories had both family accommodation, sex-segregated accommodation for single people and mixed-use rooms that could house people with protection concerns and non-traditional families or be used to accommodate special medical cases or quarantine individuals as needed. The colleague said the dormitories also featured private family restrooms and a schedule of hours for the shared shower facilities. People with protection concerns were assigned particular hours to use the facilities and were accommodated in rooms near trained security officials.

BONUS CARD RESPONSE EXAMPLE #3

A colleague who has just arrived from another mission described the livelihood program put in place for people with diverse SOGIESC who experienced difficulty finding or maintaining employment. The livelihoods program personnel worked closely with national LGBTIQ+ organizations – who they first connected with through the health programs – to identify accepting and supportive employers or skills-training courses. Information about the opportunities was transmitted through the LGBTIQ+ organizations, who did peer educator outreach work in the camps. The overall goal of the livelihoods program was to identify safe and dignified employment opportunities for people with diverse SOGIESC and to discourage reliance on sex work and informal work that leads to exploitation.

MODULE 10 EXERCISE



Protection Responses Scenarios

Scenario #1

The location is an established **camp** with a population of 190,000 located a one-day drive from the nearest urban center. The camp was established eight years ago after a civil war in country X produced mass flows of individuals over the border into country Y. Country X continues to experience civil conflict and repatriation of citizens of country X is generally not an option. Over the last eight years, displaced persons of other nationalities than those from country X have also moved into the camps, albeit in smaller numbers.

The majority of the camp population has come from countries that **criminalize homosexuality** or diverse gender identities and have conservative cultures. Individuals who have recently begun arriving from one particular country are widely assumed to have diverse SOGIESC since that country recently passed a law imposing a life prison sentence for individuals who engage in same-gender relations and does not otherwise have an active conflict that produces forced migration flows.

Country Y **does not have laws** against homosexuality or the expression of diverse gender identities and people with diverse SOGIESC generally live without fear of arrest. However, country Y is socially conservative so people with diverse SOGIESC are typically not visible in mainstream society. There are several national LGBTIQ+ organizations in the capital city and several local organizations working with women and health issues in the region surrounding the camp.

Scenario #2

The location is an **urban center** in the capital city of country X. The city is officially comprised of more than 10 million residents and is geographically large in scope. The populations you are working with are estimated to be at least in the tens of thousands. These individuals reside in areas offering low-cost accommodation and basic goods. The areas are largely comprised of populations from specific countries of origin and are dispersed across the city at significant distances from one another. Transportation is expensive.

The **resources that are available** in each of these neighborhoods vary widely. Non-nationals of the country, including migrants, refugees and asylum-seekers, are allowed to access local health clinics and attend local schools but are not allowed to work formally. Many support themselves through informal menial or domestic labour. There are numerous national NGOs active in the city, but they have not traditionally worked with migrants, refugees and asylum-seekers. While there are criminal laws against homosexuality in the country, these laws have not been applied in several decades. However, the country has **high levels of xenophobia**. At various times throughout the last decade, conservative politicians have suggested that migrants, refugees and asylum-seekers should pay heavy fines if they do not have valid resident permits or should not be allowed to remain in the country.

Scenario #3

The location is a rural border area in country Y with approximately forty thousand persons from country X scattered among numerous small towns and villages. Country X, which criminalizes homosexuality and is socially conservative, is currently engaged in a protracted civil war.

People from country X are living among local host populations in country Y, which is also **socially conservative** but does not criminalize homosexuality. Some individuals are renting rooms from strangers. Some are residing with extended family members who have lived in country Y for decades. Others are being hosted by families who, in solidarity, are offering them reduced or free rent. However, the level of income in the host communities is low, and as time passes the number of families who are able to host individuals at little or no cost is decreasing. There have been some reports of abuse by landlords and there is little recourse in place for residents experiencing abuse.

Tension between residents of country Y and those from country X has increased due to the scarcity for resources and competition for jobs. Individuals from country X are allowed to access the health care system and schools but cannot engage in formal labour. Your office is located in a regional capital, several hours by bus for individuals in this area.

As the inflows of individuals from country X have increased, security forces have set up more **checkpoints** on the roads between villages to monitor movements. At times those who have been stopped at checkpoints have been returned across the border to country Y.

MODULE 10 EXERCISE



Protection Responses Worksheet

Read your assigned scenario with your team and decide how you would respond to the risk points posed for people with diverse SOGIESC in each of the ten key challenge areas within the scope of your scenario. Your proposed responses should be specific, detailed and actionable. Refer back to the profiles and guidance from earlier in the module and to the guidance following this exercise for ideas related to risk points in the key challenge areas and potential responses.

When formulating a response, note whether it is applicable to all people with diverse SOGIESC or specific to one particular population. Ensure you consider not only direct responses on the part of the organization, but also responses involving discussion and referral pathways with both partners and communities. Additionally, consider whether the response you are proposing should be mainstreamed into other programming or specifically offered to people with diverse SOGIESC. If it will be mainstreamed, explain how different populations will be able to access the response and how staff will provide it.

Once you have decided on your team responses, post them on the corresponding key challenge areas in the training room. Clearly and legibly write one response on each post-it note. You can use this worksheet to formulate ideas.

01: Participation and Outreach

02: Individual Documentation

03: Sexual and Gender-Based Violence

04: Other Issues of Safety and Security

05: Access to Justice

06: Material Assistance

07: Shelter and Sanitation

08: Education

09: Livelihoods

10: Health

MODULE 10 GUIDANCE



Potential Solutions for Key Challenge Areas

01: Participation and Outreach

- Create **safe spaces**, inclusive workplaces and sensitive outreach structures.
- **Hiring practices** should be inclusive of people with diverse SOGIESC when and where possible, and all staff and security personnel should be trained to assist people with diverse SOGIESC. This should include not only programme staff, but staff who work in reception and security. Where LGBTIQ+ organizations exist, they may be able to assist with training and inclusive recruitment strategies.
- Ensure people with diverse SOGIESC are **specifically included** in protection programming, particularly GBV prevention and response mechanisms and systematically seek their views through participatory approaches.
- Establish **trust** with people with diverse SOGIESC and build networks through them. LGBTIQ+ refugee-led groups and local LGBTIQ+ support organizations in host communities may be able to help.
- Create confidential communication channels and hold regular on-site or online meetings with people with diverse SOGIESC to ensure they can fully access feedback and response mechanisms.
- Establish **partnerships** with LGBTIQ+-focused or aware organizations and develop referral protocols.
- Where it is safe to do so, recruit and train specialized LGBTIQ+ outreach volunteers to safely disseminate messages to LGBTIQ+ persons through face-to-face meetings and secure digital platforms.
- Outreach structures should be **sensitized** to the risks people with diverse SOGIESC face and use appropriate communication channels.

02: Individual Documentation

- Create **safe, non-discriminatory and confidential** registration environments. Consider offering a confidential physical space or different days or hours to people with diverse SOGIESC.
- **Record data** on sexual orientation, gender identity or sex characteristics in a respectful manner. See the IOM Gender-Inclusive Communication Guidance for more information about sex, gender and sexual orientation options on forms and surveys.
- Ensure **categories** are diverse and inclusive on official forms, in databases and in reports.
- Seek out and consult with **civil society actors, NGOs or other civic organizations** to identify people with diverse SOGIESC and share registration-related information with them.
- Ensure that people with diverse SOGIESC have **equal access to free legal aid providers** and that providers are trained to understand specific registration and documentation issues.

03: Gender-Based Violence

- Ensure that people with diverse SOGIESC are **specifically included** in protection programming, particularly GBV prevention and response mechanisms.
- Work with **partners** to identify people with diverse SOGIESC at risk for GBV and to jointly develop specific protection arrangements where necessary.

- Ensure there are **referral pathways** to sensitive health care providers for people with diverse SOGIESC who experience GBV. Ensure the providers are trained and sensitized to the needs of cisgender men and transgender people who have experienced GBV.

04: Other Issues of Safety and Security

- Consider **issues of safety and security** in relation to all programme areas, but particularly in relation to shelter, sanitation and access to material aid.
- **Train** security guards, neighbourhood watch teams, police forces and other entities to be sensitive to the protection needs of people with diverse SOGIESC.
- Consult **trusted** local LGBTIQ+ support organizations, referral networks and partner organizations to identify and/or establish confidential arrangements for people with diverse SOGIESC.
- Ensure there are **referral pathways** to sensitive health care providers for people with diverse SOGIESC who experience safety and security issues.
- Support the need for **proper medical forensic evidence** for prosecution by ensuring people with diverse SOGIESC who have experienced violence have access to properly trained health care providers.
- Ensure there are **reporting mechanisms** in place for individuals who experience issues related to safety and security.

05: Access to Justice

- Promote **SOGIESC training** for police and judiciary members, where possible, and assist people with diverse SOGIESC in filing complaints.
- Ensure people with diverse SOGIESC have access to **free legal aid providers** and that those providers are trained, especially with registration and documentation issues.
- Assist people with diverse SOGIESC in **filing complaints**, when possible.

06: Material Assistance

- Consult with people with diverse SOGIESC people and civil society groups to identify risk points in **distribution methods of material aid** in various locations where people with diverse SOGIESC may be accessing assistance.
- Work with people with diverse SOGIESC and groups to determine specific **items** to be included in assistance packages, such as hygiene and self-care items for trans people.

07: Shelter and Sanitation

- Ensure shelter and sanitation are appropriate to the needs of people with diverse SOGIESC and promote safety and security, notably for transgender and intersex people and same-gender couples and families.
- Work closely with trusted local LGBTIQ+ organizations, referral networks and partner organizations to identify safe and respectful landlords and employers for people with diverse SOGIESC.
- In urban areas as well as camp settings, consider communal or scattered housing for people with diverse SOGIESC. Keep in mind that the appropriateness of each option may vary by neighbourhood, and gender-segregated housing is not always the safest option.
- Offer gender neutral toilets and include privacy barriers in reception centers, transit centers and waiting areas.

08: Education

- Identify schools and teachers who are committed to **respecting and protecting** students with diverse SOGIESC or students from families with LGBTIQ+ members.
- Encourage schools to allow students to use the restroom that aligns with their self-identified gender.
- Encourage schools to promote **anti-bullying** in their code of conduct and to students.
- Encourage schools to include **language specifically prohibiting harassment** based on sex development and/or differences in puberty, sexual orientation, nonconformity to gender norms, gender identity and gender expression in the school's anti-bullying policy or code of conduct.
- Offer to **train teachers, staff and school leadership** about the specific needs of students with diverse SOGIESC.
- Identify **areas** where bullying of students with diverse SOGIESC might be more likely to occur and encourage teachers and staff to monitor them more closely.

09: Livelihoods

- Ensure that **livelihood and skills development programmes** are non-discriminatory and offer equal access to people with diverse SOGIESC.
- Ensure that people with diverse SOGIESC are **proactively identified** for inclusion in livelihoods programs.
- Where **appropriate**, work with LGBTIQ+-refugee led organizations, local LGBTIQ+ support groups and employers to develop targeted and innovative livelihoods and skills development programmes for people with diverse SOGIESC, including home-based work using digital platforms.
- Work with **employers** who are willing to hire people with diverse SOGIESC and maintain workplaces that are free from harassment and discrimination.
- **Monitor programs** to ensure positive outcomes for people with diverse SOGIESC, assisting when and where necessary based on feedback from program participants.

10: Health

- Work with partners to identify **safe, appropriate and confidential health care providers**, particularly to address SGBV and preferably those with experience and competence in assisting people with diverse SOGIESC.
- Work with partners to identify **safe, appropriate and confidential mental health counsellors**, preferably with experience serving people with diverse SOGIESC. Both individual and group counselling may be appropriate. In group counselling situations, keep in mind that lesbians, gay men, trans and intersex people may have distinct needs and require their own groups.
- Work with health care organizations to **train staff** to be sensitive to the needs of people with diverse SOGIESC.
- When necessary, ensure proper **medical forensic evidence** is obtained for prosecution.
- Ensure **transgender** and **intersex** people have access to necessary hormones, sterile syringes for injection (as needed), and other medical supplies.

MODULE 10 EXERCISE



Building Service Networks

Overview

This **Building Service Networks** exercise asks learners to think about partner organizations that may be LGBTQ+-friendly or competent and may serve as referral pathways for people with diverse SOGIESC. The exercise asks participants to consider a variety of different types of service providers, including those related to livelihoods and employment, health, education, shelter and sanitation.

For this exercise, the learners should form teams based on their mission or organizations. If there are more than a few individuals from one mission or organization, they should split into programme areas. If an individual is the only person representing their mission or organization, they can either work alone or join a team with others from their same geographical or programmatic area. This will be especially useful if they work together as partners in the field.

Each team is asked to come up with a list of organizations for each thematic area, using the worksheet. If they need extra space to list additional organizations, they should use the notes page provided at the back of the workbook. The “notes” section of each chart can be used to specify what action would need to be taken to prepare that organization for serving as a referral pathway. For instance, “training needed,” or “speak to director about direct, confidential referrals.” If groups are concerned that they have very few options for service providers, they can also list the types of organizations they would like to work with and build a plan for networking with those organizations in the future.

Exercise Time: 40 minutes. 20 minutes for team activity; 20 minutes for discussion.

Materials Needed

- Building Service Networks Worksheet (*one per learner; in the Workbook*)
-

Alternative Facilitation Ideas!

In a regional or mixed training in which learners are all from different offices, you can have learners join together in pairs or teams and work on their own plans, discussing as they go and bouncing ideas off one another. While they may not work with the same partner organizations or service providers, it is likely that they work with similar organizations and service providers or have interesting experience and ideas to share about how to work with partner organizations or service providers.

MODULE 10 EXERCISE



Building Service Networks Worksheet

When identifying potential **partner organizations** (or evaluating current ones), consider the following questions:

- Is the organization led by individuals with diverse SOGIESC?
- Is it located close to person of concern communities? What forms of transportation are available? What forms of communication outreach are available from the partners to individuals with diverse SOGIESC?
- Are services currently being used by individuals with diverse SOGIESC? By members of the host community who have diverse SOGIESC?
- Which groups do they serve? (Lesbians? Bisexual people? Gay people? Transgender people? Intersex people?)
- Are they currently making efforts to include refugees with diverse SOGIESC? Some LGBTIQ+ organizations in host countries may have concerns about working with LGBTIQ+ refugees and asylum seekers, due to perceptions from the host government that they would be aiding and abetting irregular migration. Others may require training in cultural competency and sensitization to work with LGBTIQ+ trauma survivors.

It is also helpful to include the following information in your **notes**:

- Information about the organization's capacity and interest in assisting individuals with diverse SOGIESC, and any training they have.
- Barriers to including or reaching people with diverse SOGIESC, such as a lack of funding or a need for cost-sharing, the need for more information and sensitization around inclusion and/or LGBTIQ+ issues, the need for language interpreters, the need for capacity-building, or the need for government authorization.
- Barriers limiting access or participation, such as transportation costs or risks, a fear of discrimination or stigma, misinformation, entry fees, language and distance from relevant neighborhoods.

Livelihoods

Organizations should have job training or job placement programs that are open to or designed for people with diverse SOGIESC. Transgender women have the hardest time finding employment in the formal economy, often forcing them into dangerous occupations. Finding support for them should be a high priority.

| ORGANIZATION | SERVICES OFFERED | NOTES |
|--------------|------------------|-------|
| | | |
| | | |

Shelter and Sanitation

Organizations should have LGBTIQ+-friendly landlords or networks of people with diverse SOGIESC who can help identify safe housing and should be able to make referrals to LGBTIQ+-friendly shelters for GBV survivors. Note that safe houses should be identified as an alternative in case the survivor is unable to stay in a shelter. All shelters should have gender-neutral bathroom or sanitation facilities and shelter management staff who are trained to work respectfully with people with diverse SOGIESC.

| ORGANIZATION | SERVICES OFFERED | NOTES |
|--------------|------------------|-------|
| | | |
| | | |

Social and Psychological Support

Organizations should have LGBTIQ+-friendly and competent mental health providers offering psychological support or counseling, particularly for people with diverse SOGIESC who are survivors of GBV. They should maintain LGBTIQ+ safe spaces, support the human rights of people with diverse SOGIESC and offer appropriate and language-appropriate support groups.

| ORGANIZATION | SERVICES OFFERED | NOTES |
|--------------|------------------|-------|
| | | |
| | | |

Health

Health care providers should be informed about LGBTIQ+ health concerns. They should be friendly and welcoming to people with diverse SOGIESC. Transgender individuals should be referred to health clinics that can administer and help monitor hormones. Intersex children and adults should be referred to knowledgeable and friendly doctors.

| ORGANIZATION | SERVICES OFFERED | NOTES |
|--------------|------------------|-------|
| | | |
| | | |

Education

Educational institutes should be welcoming and friendly to students with diverse SOGIESC, with supportive teachers and staff. They should have LGBTIQ+-friendly afterschool programs for children and young adults and anti-bullying programming. Host country LGBTIQ+ organizations may be able to assist in training teachers and administrators of educational institutions to provide a safe learning environment for students with diverse SOGIESC. Outreach to parents and families is also helpful.

| ORGANIZATION | SERVICES OFFERED | NOTES |
|--------------|------------------|-------|
| | | |
| | | |

MODULE 10 EXERCISE



Action Plan

Overview

The **culmination of Module 10** is the Action Plan Worksheet. This exercise asks learners to identify workable solutions for real missions and programmes, whether at the headquarters level or in the field.

For this exercise, the learners should form teams based on their mission or organizations. If there are more than a few individuals from one mission or organization, they should split into programme areas. If an individual is the only person representing their mission or organization, they can either work alone or join a team with others from their same geographical or programmatic area. This will be especially useful if they work together as partners in the field.

Each team is asked to come up with a list of workable solutions for their mission or programmes using the Action Plan worksheet. This list should be comprised of items that are appropriate for the mission or programme, actionable, achievable in a reasonable time frame and directly related to risk points for people with diverse SOGIESC in that location or programme. When planning action points, learners should anticipate all possible barriers or obstacles to success, including the response of the office, people with diverse SOGIESC or partners, and think of the ways in which those challenges will be addressed. Most importantly, learners should attach a timeline to each point.

When completed, the list will represent the learner's action plan upon their return to their office from the training. This list can be referenced later when exploring the outcomes of the training and whether measurable action took place after its completion.

Exercise Time:

25 minutes. 15 minutes for team activity; 10 minutes for discussion.

Materials Needed

- Action Plan Worksheet (one per learner; in the Workbook)
-

Alternative Facilitation Ideas!

In a regional or mixed training in which learners are all from different offices, you can have learners join together in pairs or teams and work on their own action plans, discussing as they go and bouncing ideas off one another. While they may not have similar plans, they may be able to enrich one another's plans with their ideas and experiences.

Some facilitators may wish to gather the plans together and copy or photograph them prior to the end of the training. This is for the purpose of checking in with the learners after the training – whether one month, three months or six months later – to remind them of their plan and ask how they are doing in accomplishing it.

If learners are from the same office, the Facilitator may wish to assign “accountability partners” and then ask them to remind one another periodically of the plan and ask how the other is doing with it. The goal is to ensure that the plans are not forgotten once the training has ended.

MODULE 10 EXERCISE



Action Plan Worksheet

Mission, Organization or Programme(s): _____

Compile a list of the ways you will address the risk points and barriers people with diverse SOGIESC face in your location, organization or programme(s), noting the timeline and any challenges you foresee. This will comprise your action plan following the training session.

Action Item, Timeline and Potential Challenges

1.

2.

3.

4.

5.

6.

7.

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9.

10.

11.

12.

13.

14.

15.



MODULE 11

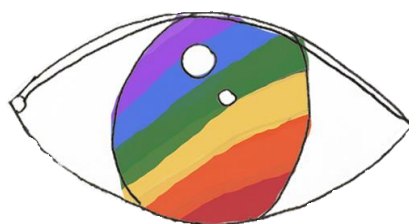
ASSESSING PROTECTION NEEDS

Thomas

Thomas fled from Cameroon to France in 2017 where he was welcomed and supported by the Association for the Recognition of the Rights of Homosexual Persons (ARDHIS). As he found his footing in France, he decided to help others through the organization that had helped him. However, when the pandemic began in 2020, Thomas was unsure of how he would be able to continue to reach out to others.

“At first I was really impacted because I was so scared of the virus, but then I told myself we are not all going to die, you must continue to help those in need.”

Now, Thomas finds new ways to connect with other LGBTIQ+ refugees and provide them with the information they need. From finding housing to work opportunities to education about COVID-19, Thomas provides as much information as possible over the phone, email or other digital tools.



MODULE 11 EXERCISE



Case Study Assessment

Overview

The **Case Study Assessment** introduces training participants to the Heightened Risk Identification Tool (HRIT) and suggests how it might be applied when working with a LGBTIQ+ displaced people. Some participants regularly use the HRIT in their work, some use it rarely but are familiar with it and some will be reading it for the first time. Regardless of past exposure to the tool, this exercise provides participants with an excellent opportunity to review the HRIT and consider how it is relevant to their work in protection in the field today.

Exercise Length

1 hour 50 minutes. 30 minutes to read HRIT and HRIT User Guide; 40 minutes for team activity (20 minutes for each case study); 40 minutes for group discussion (20 minutes for each case study).

Materials Needed

- Case Studies for Amal and Nur (*one set per learner; in the Workbook*)
 - Case Study Assessment Exercise Worksheet (*two per learner; in the Workbook*)
 - HRIT (*one per training participant; stored as a separate guidance document with this Facilitation Guide*)
 - HRIT User Guide (*one per learner; stored as a separate guidance document with this Facilitation Guide*)
-

Alternative Facilitation Ideas!

This exercise is designed to be done by individuals and then to discuss in plenary. However, there are several different ways you can approach the exercise, depending on the size of your group. You can split the group into small teams and have each team take the same case study, then have them report back together on their worksheets. You can also split the group into small teams and have some work on Amal while some work on Nur. Then, in plenary, they can learn about the other case study from the teams that worked on it. How you choose to facilitate the exercise may depend in part on the amount of time you have.

MODULE 11 EXERCISE



Case Study Assessment: Amal

Amal: Amal is 20 years old. Following is a summary of Amal's statements:

"I don't know exactly how to describe how I am, but I will tell you what I know. I was born different than other girls. When I was born, my mother called a doctor to come quick and look at me. He said I looked like a girl, but had a problem with my sex. He did a small surgery to try and fix it. It didn't make me look the same as other girls. When we are a certain age, all of us girls have another small surgery done. The woman who did mine, a cousin of my mother, tried to fix me again, but I still look different. When I look at my sisters, I can see that I'm still different. I'm not sure why this happened to me and not to them. I don't know how the community found out about my issue. Maybe the doctor.

I'm the same as other girls, though. I like doing the same things my sisters do, and I like boys. I haven't had a boyfriend, because my family is conservative, and I have a reputation. Boys don't want to go with me because they're worried how it will look for them. But I would like to someday. I know I'm pretty and hope I can find a boy who will be nice to me. I'm studying education in school. I want to be the head of a school someday.

The hardest part about growing up was my community. They thought my parents should have killed me when I was born. People told me that all the time. They think I have evil spirits inside me and that the spirits made me this way. In our culture, it's a curse to be born like this. You must be possessed by an evil spirit who got inside you when you were in your mother's stomach. The spirit gets inside you and stays with you throughout your whole life. So they don't feel safe living in the same place as you. They treated me very badly, and they treated my family like we were shameful.

When I was young they would mark the front door of our house with blood, to make sure everyone knew an evil spirit was living there, and they would put curses on us when we walked by, or whisper things under their breath to stay safe from me. My father wasn't welcome on the council of men in our town. My mother was treated badly by the other women who are our neighbors – they refused to speak to her. Luckily she has a big family and they supported her.

As you know, there has been war in my country for many years. The war finally came to our village and we had to leave along with everyone else. We came straight to this country because it is nearby. But we didn't go to the same place as everyone else from our village. We kept walking until we found a camp that is people from another region. At first we told them we got separated from our families. I think my parents hoped we could start over in a place where people didn't know us and they wouldn't have to face so much shame and abuse. But my people, we are all extended family. So eventually everyone heard rumors about who we are.

While we are living here, it is just rumors, because no one from my village comes here. But I am scared. Sometimes I worry someone will grab me and try to see if the rumors are true. I think because I look like a girl, maybe they think they are just rumors. I don't know how long that will last. Eventually, I need to get married. If I don't, people might wonder. If I get married and my husband is disappointed, maybe he will tell people why. Then we will suffer again."

Country Facts

- Diverse sex is not criminalized in the country of asylum (CoA), but it is not well understood and may be associated with diverse sexual orientation (SO), which is criminalized. Diverse sex is also not criminalized in the country of origin (CoO), but diverse SO is and persons of diverse sex are generally considered socially unacceptable.
- Amal may have difficulty accessing employment outside her community as a single young woman. She and her family will face increasing stigmatization and possible violence if her bodily diversity is discovered.
- Due to her diverse sex, Amal may face particular challenges accessing health care.
- Local integration in the CoA is not an option at this time, nor is it currently a potential durable solution.

MODULE 11 EXERCISE



Case Study Assessment: Amal

After you finish reading the case study of Amal, answer the questions below.

1. What rights have been violated in this individual's country of origin or country of asylum?

2. What protection issues does the individual have in the country of asylum?

Threat of harm: State _____ Community _____ Refugees/asylum-seekers _____ Family members

Inadequate food, water or other basic needs: _____

Isolation: _____

Insecure or inadequate housing: _____

Health and disability issues: _____

Barriers to health or psychological care: _____

Barriers to education: _____

Barriers to employment: _____

Barriers to assistance programmes or services, including legal and UNHCR services (e.g., registration or RSD):

Other(s), including criminal laws, lack of police protection, separation from partner and child custody issues:

MODULE 11 EXERCISE



Case Study Assessment: Amal

3. If you chose insecure or inadequate housing in #2, indicate current housing and secure housing options:

Current Housing (can mark multiple):

- Refugee Camp
- Rural housing, single or shared
- Urban housing, single or shared
- Informal settlement
- Couple forced to live separately
- Couple or individual forced to move often
- Detention or Prison:
 - Quarters are appropriate to self-identified gender
 - Quarters are inappropriate to self-identified gender
 - Solitary confinement
 - Reported or detailed abuse
 - Denial of medical care or legal services
- Safe house
- Clustered housing
- Scattered housing
- Temporary shelter
- Homeless shelter
- Hotel / transit housing
- Emergency transit facility / center
- Housing through partners, including religious organizations

Secure Housing Options (can mark multiple):

- Refugee Camp
- Rural housing, single or shared
- Urban housing, single or shared
- Safe house
- Clustered housing
- Scattered housing
- Temporary shelter
- Hotel / transit housing
- Emergency transit facility / center
- Housing through partners, including religious organizations

Note why you chose the above options:

4 Please use the Heightened Risk Identification Tool (HRIT) to determine the level of risk the individual faces:

Risk Level: Low Medium High Notes _____

5. How might you address the protection needs of this individual?

MODULE 11 EXERCISE



Case Study Assessment: Nur

Nur: Nur is 17 years old. Following is a summary of Nur's statements:

"I am 17 years old. My father was a political dissident in our country so he left with me when I was very young. My mother died before we left. I don't have any other family here. I'm still young, but I've had relationships with both men and women. My father is very old and doesn't know what I do with my personal life. I'm also careful to try and keep my personal life hidden from the other people in our community. I know they would not approve.

Some of them have found out, though. I was involved with one boy and his family knew. They thought I was a bad influence. They told me to stay away from their son or they would call the police. They said they could have me deported. So I had to end that relationship.

My classmates also don't approve. I was in one school where they found out I was with that boy, and they were very mean to me. Sometimes they just called me names, but a few times boys in the school threatened me. They said they would do bad things to me. One of them punched me and pushed me against a wall. I had bruises from that for weeks. I had to leave that school. I told my father I left because it was too far from where we live. I found another school closer to our home. This school is better, but I have to be careful about anyone finding out who I am.

I did have a girlfriend last year. I like girls as much as I like boys. I guess you could say I date someone because I like that person. I don't care if they're a girl or a boy. We were together for six months. But she heard all the rumors about me and felt embarrassed to be around me. I am also worried that if I get into a relationship with a girl, there will be pressure to get married. People in our community get married very young. I'm not ready for that yet.

In this country, there is a lot of violence against refugees. Most of us are harassed and we hear about women being raped when they leave our community at night. Men face more harassment late at night too. Everyone knows we're foreigners from the way we look. It's not safe to be out late or to go to neighborhoods that you don't know. For that reason I have to live with the refugee community. I can't go out and live somewhere else on my own where I could have relationships with whoever I like.

So that is the big problem for me – either I'm on my own and free to be me inside my own house, but I have to face violence because of the way I look, or, I stay in a neighborhood where I am safer but I have to hide myself. I know I am young, but I am thinking about these things because soon I'll be old enough for university.

This country is better for people like me than where we come from. Here, society doesn't accept it, but if you're not part of their family, they may not do anything bad to you, either. But they will do bad things to you because you're a foreigner. Where I come from, I'm considered abnormal. You can go to jail for a long time if they find you doing the things I've done. People also don't accept it. And anyway, people might find out that I am the son of my father. He is still on a black list in the country. I don't ever want to go back there.

Maybe I will go to university to study human rights and try to change the way our societies see this issue."

Country Facts

- Diverse sexual orientation (SO) is not criminalized in the country of asylum (CoA), although it is socially inappropriate to discuss or display SO publicly. Same-sex acts are criminalized in the country of origin (CoO).
- In general, refugees have a difficult time accessing employment in the CoA.
- Nur may have difficulty finding safe housing outside the refugee community.
- Long-term visas are granted in the CoA, but permanent residency or citizenship is difficult to obtain.
- Local integration in the CoA is not an option at this time, nor is it currently a potential durable solution.

MODULE 11 EXERCISE



Case Study Assessment: Nur

After you finish reading the case study of Amal, answer the questions below.

1. What rights have been violated in this individual's country of origin or country of asylum?

2. What protection issues does the individual have in the country of asylum?

Threat of harm: State _____ Community _____ Refugees/asylum-seekers _____ Family members

Inadequate food, water or other basic needs: _____

Isolation: _____

Insecure or inadequate housing: _____

Health and disability issues: _____

Barriers to health or psychological care: _____

Barriers to education: _____

Barriers to employment: _____

Barriers to assistance programmes or services, including legal and UNHCR services (e.g., registration or RSD):

Other(s), including criminal laws, lack of police protection, separation from partner and child custody issues:

MODULE 11 EXERCISE



Case Study Assessment: Nur

3. If you chose insecure or inadequate housing in #2, indicate current housing and secure housing options:

Current Housing (can mark multiple):

- Refugee Camp
- Rural housing, single or shared
- Urban housing, single or shared
- Informal settlement
- Couple forced to live separately
- Couple or individual forced to move often
- Detention or Prison:
 - Quarters are appropriate to self-identified gender
 - Quarters are inappropriate to self-identified gender
 - Solitary confinement
 - Reported or detailed abuse
 - Denial of medical care or legal services
- Safe house
- Clustered housing
- Scattered housing
- Temporary shelter
- Homeless shelter
- Hotel / transit housing
- Emergency transit facility / center
- Housing through partners, including religious organizations

Secure Housing Options (can mark multiple):

- Refugee Camp
- Rural housing, single or shared
- Urban housing, single or shared
- Safe house
- Clustered housing
- Scattered housing
- Temporary shelter
- Hotel / transit housing
- Emergency transit facility / center
- Housing through partners, including religious organizations

Note why you chose the above options:

4 Please use the Heightened Risk Identification Tool (HRIT) to determine the level of risk the individual faces:

Risk Level: Low Medium High Notes _____

5. How might you address the protection needs of this individual?



MODULE 12

SOLUTIONS

The Other Stories

For every story of a migrant, refugee or asylum-seeker with diverse SOGIEESC that we know, there are thousands of stories we don't know. They are stories about individuals, couples and families. They are about children and adults and older persons, from every economic and social background. They are stories of people who are compelled to leave their home in search of safety, security and a more dignified life. We encourage you to keep reading, searching, and learning about these stories in your communities and work. It is only through learning about the journeys and struggles of others that we can gain true empathy and understanding.



MODULE 12 EXERCISE



Considering Voluntary Repatriation

Overview

Often when considering which solutions might be utilized for LGBTIQ+ persons of concern, personnel turn immediately to resettlement. This exercise, **Consider Voluntary Repatriation**, asks training participants to consider how the solution of voluntary repatriation might be used for an LGBTIQ+ person of concern in circumstances in which resettlement is not possible, is not the first solution option that can be utilized or is not the solution preferred by the individual.

Exercise Time:

45 minutes. 05 minutes for activity description; 20 minutes for activity; 20 minutes for discussion.

Materials Needed

- Considering Voluntary Repatriation Worksheet (*one per training participant; in the Participant Workbook*)
-

MODULE 12 SOLUTIONS EXERCISE



Considering Voluntary Repatriation

Case Study: Jean-Pierre

The following is a summary of the relevant facts in his record:

- Jean-Pierre is 30 years old.
- Jean-Pierre arrived from R during the war with his mother Delphine. He was ten years old at the time. He has no other close relatives in the country of asylum.
 - Delphine reported that Jean-Pierre's father and two older siblings were killed.
 - Delphine sustained machete wounds for which she was treated. Due to the severe damage inflicted, she now has a physical disability and can walk only with crutches. Although she has attended sewing classes as part of income-generation training, she is Jean-Pierre's dependent.
- Jean-Pierre attended primary and two years of secondary school. He is now a small trader.
- Jean-Pierre made a protection complaint eight years ago, after which he and his mother were moved to a different camp. He reported that he was initially harassed and ultimately attacked and beaten by other men from R because he is gay. He also reported at the time that his mother knows he is gay, and that it was important for him to stay living with her to be able to look after her.

Solutions Context

UNHCR is actively promoting the repatriation of refugees from R. UNHCR has invoked the cessation clauses for refugees who fled R during the time period X, and is searching for solutions for those who may not be able to return. Refugees whose situation falls within the scope of cessation should have the possibility to choose between voluntary repatriation and local integration. For repatriation to be voluntary, there must be free and informed choice of return and that return must be conducted in safety and dignity.

UNHCR does not facilitate the return of refugees who are likely to face *serious harm* upon return. Counsellors must determine that the refugee does not face a serious risk to their safety, liberty or health, or serious discrimination in R, and that the decision to return is truly voluntary.

Country Facts

Country of Origin: R

Diverse sexual orientation is not criminalized and the General Assembly in R has signed a declaration in support of LGBT rights. However, same-sex marriage is not recognized and there are no anti-discrimination laws. There is a monitoring scheme in place for returnee families to help them address their challenges.

Country of Asylum: D

Diverse sexual orientation was never criminalized in D, although it is socially unacceptable and potentially dangerous to discuss or display diverse sexual orientation publicly. In general, refugees have a difficult time accessing legal employment. The measured phase-down of resources has not yet begun.

MODULE 12 SOLUTIONS EXERCISE



Considering Resettlement

Overview

According to UNHCR, third-country resettlement as a solution and protection tool for forcibly displaced LGBTIQ+ people involves the selection and transfer of refugees from a State in which they have sought protection to a third State that has agreed to admit them – as refugees – with permanent residence status. The next Solutions exercise, **Considering Resettlement for Lesbian, Gay, Bisexual, Transgender and Intersex Refugees**, provides training participants with the opportunity to complete the Resettlement Assessment Tool for two sample LGBTIQ+ case studies. While the exercise does not fully mimic a real-world scenario in which a resettlement interview would take place, the training participants have enough information to fill out the majority of the tool. The exercise ensures training participants have the opportunity to explore the full scope of the tool, become familiar with how it is applied, consider how its use differs when considering different profiles of refugees, and have the opportunity to ask questions ahead of using it in the field.

Exercise Length:

85 minutes. 05 minutes for activity description; 40 minutes for activity (20 minutes per case study); 40 minutes for group discussion (20 minutes per case study).

Materials Needed

- Case Studies for Amal and Nur (*one set per training participant; in the Participant Workbook*)
 - Resettlement Assessment Tool (*two per training participant; stored as a separate guidance document with this Facilitation Guide*)
 - Utilizing the Resettlement Assessment Tool Worksheet (*one per training participant; in the Participant Workbook*)
 - Country Office Facts Sheet (*one per training participant; in the Participant Workbook*)
-

MODULE 12 SOLUTIONS EXERCISE



Considering Resettlement: Amal

Amal: Amal is 20 years old. Following is a summary of Amal's statements:

"I don't know exactly how to describe how I am, but I will tell you what I know. I was born different than other girls. When I was born, my mother called a doctor to come quick and look at me. He said I looked like a girl, but had a problem with my sex. He did a small surgery to try and fix it. It didn't make me look the same as other girls. When we are a certain age, all of us girls have another small surgery done. The woman who did mine, a cousin of my mother, tried to fix me again, but I still look different. When I look at my sisters, I can see that I'm still different. I'm not sure why this happened to me and not to them. I don't know how the community found out about my issue. Maybe the doctor.

I'm the same as other girls, though. I like doing the same things my sisters do, and I like boys. I haven't had a boyfriend, because my family is conservative, and I have a reputation. Boys don't want to go with me because they're worried how it will look for them. But I would like to someday. I know I'm pretty and hope I can find a boy who will be nice to me. I'm studying education in school. I want to be the head of a school someday.

The hardest part about growing up was my community. They thought my parents should have killed me when I was born. People told me that all the time. They think I have evil spirits inside me and that the spirits made me this way. In our culture, it's a curse to be born like this. You must be possessed by an evil spirit who got inside you when you were in your mother's stomach. The spirit gets inside you and stays with you throughout your whole life. So they don't feel safe living in the same place as you. They treated me very badly, and they treated my family like we were shameful.

When I was young they would mark the front door of our house with blood, to make sure everyone knew an evil spirit was living there, and they would put curses on us when we walked by, or whisper things under their breath to stay safe from me. My father wasn't welcome on the council of men in our town. My mother was treated badly by the other women who are our neighbors – they refused to speak to her. Luckily she has a big family and they supported her.

As you know, there has been war in my country for many years. The war finally came to our village and we had to leave along with everyone else. We came straight to this country because it is nearby. But we didn't go to the same place as everyone else from our village. We kept walking until we found a camp that is people from another region. At first we told them we got separated from our families. I think my parents hoped we could start over in a place where people didn't know us and they wouldn't have to face so much shame and abuse. But my people, we are all extended family. So eventually everyone heard rumors about who we are.

While we are living here, it is just rumors, because no one from my village comes here. But I am scared. Sometimes I worry someone will grab me and try to see if the rumors are true. I think because I look like a girl, maybe they think they are just rumors. I don't know how long that will last. Eventually, I need to get married. If I don't, people might wonder. If I get married and my husband is disappointed, maybe he will tell people why. Then we will suffer again."

Country Facts

- Diverse sex is not criminalized in the country of asylum (CoA), but it is not well understood and may be associated with diverse sexual orientation (SO), which is criminalized. Diverse sex is also not criminalized in the country of origin (CoO), but diverse SO is and persons of diverse sex are generally considered socially unacceptable.
- Amal may have difficulty accessing employment outside her community as a single young woman. She and her family will face increasing stigmatization and possible violence if her bodily diversity is discovered.
- Due to her diverse sex, Amal may face particular challenges accessing health care.
- Local integration in the CoA is not an option at this time, nor is it currently a potential durable solution.

MODULE 12 SOLUTIONS EXERCISE



Considering Resettlement: Amal

After you finish reading the case study of Amal and the country office facts, fill out the Resettlement Assessment Tool based on the information in the case study. For Step 3, you can fill in what you know from the facts and create the rest based on best practices and how you would complete the RRF if this were a case you were interviewing. Then answer the questions below in preparation for group discussion..

1. What should be the focus or highlight of a resettlement interview with this Amal?

2. What considerations should be made when identifying a resettlement country for this Amal?

MODULE 12 SOLUTIONS EXERCISE



Considering Resettlement: Nur

Nur: Nur is 17 years old. Following is a summary of Nur's statements:

"I am 17 years old. My father was a political dissident in our country so he left with me when I was very young. My mother died before we left. I don't have any other family here. I'm still young, but I've had relationships with both men and women. My father is very old and doesn't know what I do with my personal life. I'm also careful to try and keep my personal life hidden from the other people in our community. I know they would not approve.

Some of them have found out, though. I was involved with one boy and his family knew. They thought I was a bad influence. They told me to stay away from their son or they would call the police. They said they could have me deported. So I had to end that relationship.

My classmates also don't approve. I was in one school where they found out I was with that boy, and they were very mean to me. Sometimes they just called me names, but a few times boys in the school threatened me. They said they would do bad things to me. One of them punched me and pushed me against a wall. I had bruises from that for weeks. I had to leave that school. I told my father I left because it was too far from where we live. I found another school closer to our home. This school is better, but I have to be careful about anyone finding out who I am.

I did have a girlfriend last year. I like girls as much as I like boys. I guess you could say I date someone because I like that person. I don't care if they're a girl or a boy. We were together for six months. But she heard all the rumors about me and felt embarrassed to be around me. I am also worried that if I get into a relationship with a girl, there will be pressure to get married. People in our community get married very young. I'm not ready for that yet.

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So that is the big problem for me – either I'm on my own and free to be me inside my own house, but I have to face violence because of the way I look, or, I stay in a neighborhood where I am safer but I have to hide myself. I know I am young, but I am thinking about these things because soon I'll be old enough for university.

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MODULE 12 SOLUTIONS EXERCISE



Considering Resettlement: Nur

After you finish reading the case study of Nur and the country office facts, fill out the Resettlement Assessment Tool based on the information in the case study. For Step 3, you can fill in what you know from the facts and create the rest based on best practices and how you would complete the RRF if this were a case you were interviewing. Then answer the questions below in preparation for group discussion..

1. What should be the focus or highlight of a resettlement interview with this Nur?

2. What considerations should be made when identifying a resettlement country for this Nur?

MODULE 12 SOLUTIONS EXERCISE



Utilizing the Resettlement Assessment Tool

Country Office Facts

- **Referral mechanisms** for LGBTIQ+ persons of concern are not yet in place. No outreach is conducted due to the current country conditions.
- Resettlement personnel have had **limited training** on the UNHCR Guidelines on International Protection No. 9 and on working with LGBTIQ+ persons of concern.
- Requests made regarding the **gender and nationality** of the interpreter and interviewer are respected.
- Interviews are conducted **without family members** present and with special attention to women and youth. A statement of **confidentiality** is read at the beginning of each interview.
- Interviews are, for the most part, **conducted sensitively**, although most personnel have had little training. Some individuals who have been interviewed have **complained** to national NGOs about offensive language and judgmental reactions.
- Interviewers have been **briefed to ask preferred name and gender** and use them during interviews, although **in practice** they sometimes forget to do this or ask persons of diverse sexual orientations what their preferred name and pronoun is, causing confusion.

The development of this training package was made possible through the generous support of the American people through the **Bureau of Population, Refugees and Migration (PRM) of the United States Department of State** as part of the project, “Sensitization and Adjudication Training on Refugees Fleeing Persecution Based on Sexual Orientation and Gender Identity.” The content does not necessarily reflect the views of PRM or the United States.



