training overview guide for facilitators

Working with Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) Persons
September 2015

International Organization for Migration (IOM)

UNHCR
United Nations High Commissioner for Refugees
Haut Commissariat des Nations Unies pour les réfugiés

UNHCR
United Nations High Commissioner for Refugees
Haut Commissariat des Nations Unies pour les réfugiés

IOM • OIM

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TRAINING PACKAGE NOTE
Versions of this Training Package

All materials in this training package are available in two different versions:

Working with LGBTI Persons in the Humanitarian Context
Working with LGBTI Persons in Forced Displacement

To access your preferred version of the training package, open the appropriate folder under each module or session header in the training package folder. If there is not yet one of the above variations available for a particular module, it is coming soon – please check back regularly.

If you are interested in material unrelated to the above three topics, or require assistance with downloading materials or facilitating a training session, kindly contact the author of this training package, Jennifer Rumbach, at jrumbach@iom.int or jmr2205@nyu.edu.

WELCOME
Introduction Note

LGBTI people, including those in migration and forced displacement, face a **complex array of challenges** and threats in both their countries of origin and countries of migration or asylum. These challenges and threats include discrimination, prejudice, violence, difficulty accessing humanitarian services and barriers to articulating their protection needs during asylum procedures. Efforts to improve the protection of LGBTI people have recently gained increased attention and support from States and the broader humanitarian and human rights community.

At **IOM**, such efforts have included training for staff members servicing the US Refugee Admissions Program and other projects as well as safe space campaigns in Iraq and Nepal. At **UNHCR**, such efforts have included expert consultations, the development of guidelines, strategic messaging from the highest levels of UNHCR's management, mainstreaming of LGBTI related issues in mandatory learning programmes and a global questionnaire to assess UNHCR's capacity to address protection issues pertaining to LGBTI persons of concern.

Despite **significant activity** in this area, discrimination against LGBTI people is still endemic. Their protection needs often go unmet. A serious knowledge gap remains regarding the specific needs and vulnerabilities of LGBTI people in countries of origin, transit and asylum. Furthermore, not all staff members are conscious of their own preconceptions or discriminatory attitudes about sexual orientation, gender identity and bodily diversity. Therefore, quality training is essential for all people involved in the delivery of protection and assistance.

IOM and UNHCR have **jointly developed** this comprehensive training package on the protection of LGBTI persons of concern for staff members as well as the broader humanitarian community. The training's modules cover a wide variety of topics, including terminology, international law, communication, operational protection, resettlement and RSD, all with a focus on practical guidance for offices and partner organizations.

We welcome you to the training, and hope it enriches and informs your work with LGBTI people.

Intended Outcomes of the Training

- Assist staff members in **organising and implementing** effective and respectful interviews and other interactions with LGBTI people, and eliciting relevant information in an effective way that preserves dignity and humanity, by:
    - Encouraging the use of correct terminology in English as per international guidelines;
    - Discussing the unique protection challenges and vulnerabilities LGBTI people face, and identifying appropriate prevention, mitigation and response actions;
    - Reviewing potential scenarios specific to persons of concern in various host countries.
- Identify **appropriate and sensitive interviewing techniques** and lines of questioning.
- Identify **problematic assumptions** that may impact the provision of effective assistance.
- Ensure that RSD and resettlement staff members have the **necessary knowledge and skills** to assess the international protection needs of LGBTI people in accordance with international standards.

Anticipated Long-term Impacts of the Training

- IOM, UNHCR and partner offices are **rendered LGBTI-safe and welcoming**.
- Participants are **aware** of the rationale and responsibility to protect LGBTI persons on the basis of their bodily diversity, sexual orientation or gender identity.
- Participants are **sensitized** to the specific issues related to the protection of LGBTI persons and are able to identify and address them in partnership with those persons.
- For UNHCR, RSD adjudicators **further develop** their capacity to identify and assess LGTBI claims in accordance with UNHCR's policies and guidelines, as well as other applicable international standards.

TRAINING OVERVIEW
About This Training Package

Who is This Training Package For?

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

In particular, **Module 01** has wide application to a variety of service areas within the humanitarian arena, as it teaches basic skills in critical areas such as terminology, LGBTI issues and communication. 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 staff members** of an organization. Organizations serve LGBTI people in all their programs, whether they know the beneficiaries are LGBTI or not, and a person of concern could potentially disclose their sex, sexual orientation or gender identity to any staff member at any time. Every organization also has LGBTI staff members. Thus, all colleagues can benefit from training – even those who do not work directly with persons of concern.

Who Should Facilitate This Training Package?

Individuals facilitating this training package should have **competency in training** as well as substantial **knowledge of LGBTI issues**. This topic is new to many training participants and is sensitive in many areas of the world. Without knowledge or expertise in LGBTI issues or cultural competency in working with LGBTI people, it may be difficult to answer questions from participants or speak with comfort and confidence about the sensitive and often complicated topics of gender and sexuality. Harm can inadvertently be done by incorrectly educating staff members on LGBTI issues or reinforcing damaging ideas, biases and stereotypes, so a facilitator's background is important.

If you are **interested in facilitating** this training package but have limited knowledge about LGBTI issues and populations, start by reading the documents in the Continued Learning sections of the Participant Workbooks and speaking to other persons who have facilitated LGBTI training sessions.

You may wish to facilitate a training session in **tandem** with another Facilitator or with a **group** of Facilitators. Facilitating with a group is ideal because everyone has a limited amount of material to learn in preparation for the training session, so can learn it in depth. You may also find it useful to appoint a lead Facilitator who has LGBTI expertise and ensure they are present during the entire training session to answer questions.

What Approach Does This Training Take?

The **overall approach** of this training package is integral to its success. Within every LGBTI training session, there are a wide variety of cultural, social and religious backgrounds and a wide variety of opinions about LGBTI people. Training participants 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 LGBTI people in the past and felt uncomfortable, unprepared or unequipped to respond in an appropriate and professional manner. They may have attended LGBTI 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 participants, not just those who may be more knowledgeable about, or open to, LGBTI issues. That is the purpose of the training introduction at the beginning of Module 01.

Keep in mind that training participants may have **widely diverging levels of experience** related to LGBTI populations. Some training participants will have had extensive experience working with diverse populations, including LGBTI people. Some will believe they have never worked with a LGBTI person. Most will have had little or no training on LGBTI issues.

In particular, participants who have had **little or no experience** working with LGBTI people may describe feeling uncertain or nervous about individuals sharing their diverse sex, sexual orientation or gender identity with them. These emotions must be recognized and staff reassured that, with training and the right tools, feelings of discomfort can be alleviated, paving the way for them to succeed. 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 training participants.

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 conform with those of the training Facilitator or expecting all training participants to have the same level of abilities because they work in the humanitarian field, you ensure the training space is respectful, nonjudgmental and positive.

Why Should I Use the Training Introduction?

The **training introduction** is a critical component of the training package and should always serve as the opening to a LGBTI training session facilitated using materials from this training package. The introduction – which is included at the beginning of the Information Session, the Briefing Session and Module 01 – should be presented in full using the text as it is provided in the presentation slide notes. Note that, since this text is not reflected on the slides themselves, it should either be memorized or read from the page during the training session.

The first objective of the training introduction is to **reassure participants** 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 training participants with the knowledge and tools they need to approach LGBTI issues from a human rights perspective and work with LGBTI people respectfully in accordance with international standards.

The introduction then asks training participants 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 introduction also serves to establish that training participants 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 training participants receive to viewing LGBTI people and issues through a human rights lens and approaching working with LGBTI people using a human rights framework – just as they approach all other forms of diversity they encounter in their daily work.

By first acknowledging participants' concerns and establishing the clear boundaries and purpose of the training session, then framing the topic using the themes of **professionalism and equality**, the training introduction encourages participants 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.

TRAINING OVERVIEW
Training Modules and Sessions

See the individual Facilitation Guides for full descriptions of each module, unit and section.

Training Modules

Module 01: Foundation Topics
Module 01 is compulsory for all training participants. It contains eight hours and 30 minutes of training material.
Training Introduction
Unit 01: Terminology
Unit 02: Global Overview
Unit 03: Successful Communication
Unit 04: Safe Spaces
Unit 05: Myths and Realities

Module 02: Conducting Interviews
Module 02 contains up to seven hours of training material and has two variations: Standard and RSD.
Unit 01: Interview Basics
Unit 02: Interview Techniques

Module 03: Operational Protection
Module 03 contains seven hours and 30 minutes of training material. It has two complementary units in Module 04. They are Unit 03: Assessing Protection Needs and Unit 11: The Emergency Simulation Exercise.
Unit 01: LGBTI Persons in Forced Displacement
Unit 02: Identifying Risk Points for LGBTI Persons in Forced Displacement
Unit 03: Addressing Risk Points for LGBTI Persons in Forced Displacement

Module 04: Thematic Topics
Module 04 currently contains twenty-four hours of training material. Units 06-07 will be released in early 2016.
Unit 01: International Law
Unit 02: Leading Case Law
Unit 03: Assessing Protection Needs
Unit 04: Durable Solutions
Unit 05: Interpretation
Unit 06: Health
Unit 07: Sexual and Gender-Based Violence
Unit 08: Documenting Needs (for USRAP Resettlement Support Centers)
Unit 09: Travel and Transit
Unit 10: Working with LGBTI Youth
Unit 11: The Emergency Simulation Exercise
Unit 12: Working with LGBTI People in Migration
Unit 13: Providing Migrant Training
Unit 14: Creating Inclusive Workplaces
Unit 15: Learning About Diversity

Module 05: Refugee Status Determination
Module 05 contains up to seven hours of training material. Please request this module from UNHCR directly.
Unit 01: Analyzing Claims

Short Sessions

LGBTI Information Session – Foundation Topics
The Information Session is a one-hour summary of Module 01 for management and partners. It may be presented as a live webinar and is also available as a recorded webinar.

LGBTI Briefing Session – Foundation Topics
Terminology, Global Overview, Successful Communications, Safe Spaces and FAQ
This Briefing Session is a three-hour interactive version of Module 01 Foundation Topics for use in short LGBTI training sessions, training sessions on a wider topic or live webinars. It is also available as a recorded webinar. This Briefing Session is also available as a recorded webinar at:
https://www.youtube.com/playlist?list=PLPbTEMLeBi2n8CdomaIu1GifWk7m_odHK&spfreload=10.

LGBTI Briefing Session – Foundation Topics and International Law
Terminology, Global Overview, International Law and FAQ
This Briefing Session is a three-hour interactive version of Units 01 and 02 of Module 01 Foundation Topics and Unit 01 of Module 04 and is for use in short LGBTI training sessions, training sessions on a wider topic or live webinars. It will be available as a recorded webinar in February 2016.

LGBTI Briefing Session – Operational Protection
This Briefing Session is a three-hour interactive version of Module 03 Operational Protection for use in short LGBTI training sessions, training sessions on a wider topic or live webinars. It will be available as a recorded webinar in February 2016.

Half and One-Day Sessions

One-Day Session for US Refugee Admissions Program (USRAP) Resettlement Support Centers (RSCs) – *will be released in late 2015 / early 2016*
This one-day session is for staff members serving USRAP RSCs. It is intended for use in situations where a full training session cannot be undertaken, as a refresher course after a full training session has been completed or as a live webinar for remote staff members. It is also available as a recorded webinar.

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 training participants and the resources available.

For All Training Audiences

- Invite a guest from a national, regional or local **LGBTI organization** to speak about their work and about the situation for LGBTI people in that location or region.
- Invite a LGBTI person from the **local community** to speak about their experiences.
- Invite a **UNHCR representative** to speak about their work with LGBTI refugees.
- Read and discuss various **reports** or watch and discuss various **videos** on LGBTI people in your region (see the Continued Learning section of the Module 01 Participant Workbook for ideas.)
- Allot time for training participants to share **examples** of LGBTI persons of concern they have worked with in the past and how they handled the various cases.
- Expand the **Safe Spaces session** by allotting time to review existing materials given to persons of concern and standard operating procedures (SOPs) for staff members to see how they might be made more LGBTI 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 LGBTI persons of concern in that location.

For Durable Solutions Audiences

- Invite an **embassy representative** from a country to which many refugees from that area are resettled to speak about life for LGBTI people in that country.
- Watch videos or read reports about **LGBTI issues** in various resettlement countries and discuss the impact a refugee's destination might have on their success in resettlement.
- Invite a **resettled LGBTI refugee** to speak to the training participants by remote connection about their experiences during the resettlement process and in the US.

For Health Audiences

- Invite a **medical professional** from a practice, clinic or hospital that is welcoming to LGBTI people to speak to training participants about best practices.
- Invite a medical professional who specializes in **counseling** to speak about positive and respectful counseling services for LGBTI people.
- Invite a guest from a national, regional or local **LGBTI organization** that focuses on LGBTI 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 LGBTI persons of concern in that location or region.
- Invite a **LGBTI person of concern** to speak to the training participants 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 **Participant Workbook**.

The **PowerPoint presentations** should be your guide throughout the training – remember to let them walk you through the training session step by step. The presentations provide slides for each segment of each unit, a script to narrate each slide and facilitation instructions in the notes section, including timelines for each segment and the corresponding pages in the Facilitation Guide for each exercise. The **scripts** contained in the slide notes should be spoken in full during the training session, either read from a page or memorized in advance, as they are integral to the training package. If you cannot access the notes, scroll to the last slide. There are instructions for viewing and printing slide notes there.

Each **Facilitation Guide** has module and unit 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, scripts for introducing the exercises and leading discussions, and exercise facilitation keys with suggested answers and talking points.

The training participant's tool for the training is the **Participant 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 Participant Workbook for the training participants 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 Facilitation Guides and Participant Workbooks. Most are in the Participant 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** (see below) and several **guidance documents** that are not included in the Participant Workbooks or Facilitation Guides. The guidance documents are the Heightened Risk Identification Tool (HRIT), HRIT User Guide, the Resettlement Assessment Tool and the Opinion of Attorney General Sharpston. These guidance documents are stored as stand-alone files with the other materials for Module 04. The exercise descriptions in the Module 04 Facilitation Guide indicate when these guidance documents should be printed for participants.

Training Aides

Training aides complement the training materials or help the Facilitator organize participants during exercises. When a training aide is required, it is noted in the Facilitation Guide in both the "Materials Needed" column of the Module Timing Chart and the "Materials Needed" section under each exercise description. 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, including whiteboards / flipcharts, post-it notes and markers. These are also listed under the "Materials Needed" column on the module Timing Chart and in each exercise description.

Videos

Videos are screened throughout Module 01 and are optional in other modules. Many are shown in excerpted form. When a video is recommended, it is listed in both the module Timing Chart and on a slide in the presentation. All videos are available as a part of the training package. Many are also available in full form on YouTube. Links to videos on YouTube are in the Continued Learning section of the Module 01 Participant Workbook. Videos should be screened using VLC. It is easiest if the Facilitator queues the videos prior to the training session using the Playlist option in VLC.

PLANNING A TRAINING SESSION
Designing an Agenda

Identify the Training Audience and Content

To build an agenda, you should first **identify your training audience**, keeping in mind that the maximum number of participants should be 35, with the recommended number being 25. More than this makes it difficult to manage exercises and reduces the effectiveness of participants working in teams. You can then use the Suggested Agendas section to **make a list of the modules and units** you will present. Keep in mind Module 01 is **compulsory** for any training participant who works with persons of concern, and Module 01 Units 01 and 02 are compulsory for *all* participants.

It is easiest to train **singular audiences**, or audiences made up of one type of participant, such as health 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 participants. This may require holding part of the training session as a large group and then splitting into smaller groups – which can require multiple lead facilitators and training rooms – or presenting certain units at the end of the day when some of the training participants can be released.

Set the Time Period, Assign Each Unit a Time Slot and Fill Out the Timing Charts

Once you decide who your training participants are and which modules and units 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 have two 15-30 minute breaks for tea and coffee and one hour or longer allocated for lunch. If possible, hold shorter training days, since training participants 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, or holding specialized sessions at a later date. For instance, you might present Module 01 to all participants over the course of two short days, then present units from Module 04 the following 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 units. While long training days are permissible for one or two days, keep in mind that holding long training days throughout the training session will burn out participants and have a negative effect on their capacity to learn and interact.

After you have determined the time period for the training session, **assign time slots** to each unit on your agenda using the **Timing Charts** in the Facilitation Guides as a reference. The Timing Charts tell you how long the unit is as well as the length of each individual segment so you can easily adjust the unit length if you omit non-compulsory segments. Once you have assigned appropriate time slots to each unit – remembering to schedule at least a 15-minute break twice a day and at least 30 minutes for lunch – you can write the agenda times for each segment in the Timing Charts in the Facilitation Guides. This is for your reference only, and will be useful as you move through each training day. See the *Sample Agenda for a Mixed Audience* section for a sample of a full training agenda and completed Timing Charts.

Utilizing Short Training Sessions and Webinars

In some instances, you might find it appropriate to present the **Information or Briefing Session**, either **in person** or as a **webinar**. The Information Session is a summary of Module 01 intended for leadership and partners. It provides an overview only and does not teach skills for working with LGBTI persons of concern. The Briefing Session is a three-hour summary of Module 01 that includes a small number of short exercises. It can be used as an introduction to working with LGBTI persons of concern in the scope of a larger training session or in situations where time is a critical factor, such as an emergency. Both sessions are designed and scripted to be easily presented as a live **webinar** with the participants viewing the slides and the Facilitator reading the slide notes. They are also available as recorded webinars.

PLANNING A TRAINING SESSION
Suggested Agenda Content

The following is **suggested agenda content** for various training audiences. They are organized by service area and type of staff member within that service area.

Administration

Management, Administrative, Reception or Security Staff (1- or 2-day training)
Module 01 – Foundation Topics

Durable Solutions

UNHCR Durable Solutions Staff (2.5- or 3-day training)
Module 01 – Foundation Topics
Module 02 – Conducting Interviews
Module 04 Unit 04 – Durable Solutions
Module 04 Unit 09 – Travel and Transit (for staff organizing movements of LGBTI voluntary repatriation cases)

Resettlement Referral Providers (2-day training)
Module 01 – Foundation Topics
Module 02 – Conducting Interviews

US Refugee Admissions Program (USRAP) Resettlement Support Centers (3-day training; *2-day training)
Module 01 – Foundation Topics*
Module 02 – Conducting Interviews*
Module 04 Unit 05 – Interpretation
Module 04 Unit 08 – Documenting Needs*
Module 04 Unit 09 – Travel and Transit (to understand movements of LGBTI cases)
Module 04 Unit 10 – Working with LGBTI Youth

Cultural Orientation Providers (1.5-day training)
Module 01 – Foundation Topics
Module 04 Unit 13 – Providing Migrant Training

Gender

Gender and SGBV Focal Points and Staff (1.5-day training)
Module 01 – Foundation Topics
Module 04 Unit 07 – Sexual and Gender-Based Violence

Government

Government Partners (1-day training; see also the Information and Briefing Sessions)
Module 01 – Foundation Topics

Health

IOM Medical Health Department Staff (2-day training)
Module 01 – Foundation Topics
Module 04 Unit 06 – Health

Module 04 Unit 07 – Sexual and Gender-Based Violence
Module 04 Unit 09 – Travel and Transit (to understand movements of LGBTI cases in resettlement)
Module 04 Unit 10 – Working with LGBTI Youth

Other Health Practitioners (2-day training)
Module 01 – Foundation Topics
Module 04 Unit 06 – Health
Module 04 Unit 07 – Sexual and Gender-Based Violence
Module 04 Unit 10 – Working with LGBTI Youth

Humanitarian Emergencies

Humanitarian Emergency Response Staff – on the Ground (1-day training)
One-Day Session on Emergencies – Briefing Session plus Half-Day Version of Module 03 *(available in late 2015)*

Humanitarian Emergency Response Staff – CCCM, Operations or Shelter (2.5-day training)
Module 01 – Foundation Topics
Module 03 – Operational Protection
Module 04 Unit 11 – The Emergency Simulation Exercise

Humanitarian Emergency Response Staff – Gender (3-day training)
Module 01 – Foundation Topics
Module 03 – Operational Protection
Module 04 Unit 11 – The Emergency Simulation Exercise
Module 04 Unit 07 – Sexual and Gender-Based Violence

Humanitarian Emergency Response Staff – Health (3-day training)
Module 01 – Foundation Topics
Module 03 – Operational Protection
Module 04 Unit 11 – The Emergency Simulation Exercise
Module 04 Unit 06 – Health
Module 04 Unit 07 – Sexual and Gender-Based Violence

Interpretation

Interpreters and Translators (1-day training)
Module 01 – Foundation Topics (omit Unit 04)
Module 04 Unit 05 – Interpretation

Law and Advocacy

Legal Advocates (2-day training)
Module 01 – Foundation Topics
Module 02 – Conducting Interviews (omit Unit 02)
Module 04 Unit 01 – International Law
Module 04 Unit 02 – Relevant Case Law

Legal Policy Officers (1-day training)
Module 01 – Foundation Topics (omit Units 03 and 04)
Module 04 Unit 01 – International Law
Module 04 Unit 02 – Relevant Case Law

Overview

Suggested Agenda Content

10

UNHCR
United Nations High Commissioner for Refugees
Haut Commissariat des Nations Unies pour les réfugiés

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Migration

Counter-trafficking, Assisted Voluntary Return and Repatriation, Immigration/Border Management, Reintegration
Module 01 – Foundation Topics
Module 02 – Conducting Interviews (for staff members conducting interviews with migrants)
Module 03 – Operational Protection (for staff members providing protection, materials and services to migrants)
Module 04 Unit 09 – Travel and Transit (for staff members assisting with migrant movements)
Module 04 Unit 10 – Working with LGBTI Youth (for staff members working with migrant children)
Module 04 Unit 13 – Providing Migrant Training (for migrant training practitioners)

Movement and Operations

IOM and Other Operations and Movements Staff (1.5-day training)
Module 01 – Foundation Topics
Module 04 Unit 09 – Travel and Transit
Module 04 Unit 10 – Working with LGBTI Youth

Policy and Research

Policy and Research Officers (1-day training)
Module 01 – Foundation Topics (omit Units 03 and 04)
Module 04 Unit 01 – International Law
Module 04 Unit 02 – Relevant Case Law

Protection

UNHCR Protection Staff (3- or 3.5-day training)
Module 01 – Foundation Topics
Module 02 – Conducting Interviews
Module 03 – Operational Protection
Module 04 Unit 01 – Assessing Protection Needs
Module 04 Unit 07 – Sexual and Gender-Based Violence
Module 04 Unit 10 – Working with LGBTI Youth

Other Protection Staff (3-day training)
Module 01 – Foundation Topics
Module 02 – Conducting Interviews
Module 03 – Operational Protection
Module 04 Unit 07 – Sexual and Gender-Based Violence
Module 04 Unit 10 – Working with LGBTI Youth

Refugee Status Determination

UNHCR Refugee Status Determination (RSD) Staff (3-day training)
Module 01 – Foundation Topics
Module 02 – Conducting Interviews
Module 05 – Refugee Status Determination (RSD)

Non-Mandate Refugee Status Determination (RSD) Adjudicators (3-day training)
Module 01 – Foundation Topics
Module 02 – Conducting Interviews
Module 05 – Refugee Status Determination (RSD)
Module 04 Unit 02 – Relevant Case Law

PLANNING A TRAINING SESSION
Sample Agendas – Short-Form Agendas for Singular Audiences

The following are **seven sample training agendas** for a variety of audiences comprised of one type of staff member, or singular audiences. You can use these sample agendas as a guide to create your own agenda for a singular or mixed-participant audience. See the next section for an example of a full training agenda for a mixed audience of protection, RSD and durable solutions staff members, including completed Timing Charts from the Facilitation Guide.

Sample One-Day Agenda for Administrative Staff

Day One – Foundation Topics

(Note: this agenda and subsequent one-day versions of Module 01 omit the three non-compulsory segments from Unit 03. If you wish to include those segments, hold the Module 01 training session over the course of two days.)

09:00-09:30	Introduction
09:30-10:30	Module 01, Unit 01: Terminology
10:30-10:45	Break
10:45-12:15	Module 01, Unit 01: Terminology, continued
12:15-13:00	Lunch
13:00-14:15	Module 01, Unit 02: Global Overview
14:15-15:15	Module 01, Unit 03: Successful Communication
15:15-15:30	Break
15:30-16:00	Module 01, Unit 03: Successful Communication, continued
16:00-17:15	Module 01, Unit 04: Safe Spaces
17:15-17:30	Module 01, Unit 05: Myths and Realities

Sample One and a Half-Day Agenda for Movements and Operations Staff

Day One – Foundation Topics

09:00-09:30	Introduction
09:30-10:30	Module 01, Unit 01: Terminology
10:30-10:45	Break
10:45-12:15	Module 01, Unit 01: Terminology, continued
12:15-13:00	Lunch
13:00-14:15	Module 01, Unit 02: Global Overview
14:15-15:15	Module 01, Unit 03: Successful Communication
15:15-15:30	Break
15:30-16:00	Module 01, Unit 03: Successful Communication, continued
16:00-17:15	Module 01, Unit 04: Safe Spaces
17:15-17:30	Module 01, Unit 05: Myths and Realities

Day Two – Transit and Reception & LGBTI Youth

09:00-10:30	Module 04, Unit 09: Travel and Transit
10:30-10:45	Break
10:45-12:15	Module 04, Unit 10: Working with LGBTI Youth

Sample Two-Day Agenda for UNHCR Durable Solutions Staff

Day One – Foundation Topics

09:00-09:30	Introduction
09:30-10:30	Module 01, Unit 01: Terminology
10:30-10:45	Break
10:45-12:15	Module 01, Unit 01: Terminology, continued
12:15-13:00	Lunch
13:00-14:15	Module 01, Unit 02: Global Overview
14:15-15:15	Module 01, Unit 03: Successful Communication
15:15-15:30	Break
15:30-16:00	Module 01, Unit 03: Successful Communication, continued
16:00-17:15	Module 01, Unit 04: Safe Spaces
17:15-17:30	Module 01, Unit 05: Myths and Realities

Day Two – Conducting Interviews & Durable Solutions

09:00-10:30	Module 02, Unit 01: Interview Basics
10:30-10:45	Break
10:45-12:30	Module 02, Unit 01: Interview Basics, continued
12:30-13:00	Lunch
13:00-15:00	Module 02, Unit 02: Interview Techniques
15:00-15:15	Break
15:15-17:30	Module 04, Unit 04: Durable Solutions

Sample Three-Day Agenda for Protection Staff

Day One – Foundation Topics

09:00-09:30	Introduction
09:30-10:30	Module 01, Unit 01: Terminology
10:30-10:45	Break
10:45-12:15	Module 01, Unit 01: Terminology, continued
12:15-13:00	Lunch
13:00-14:15	Module 01, Unit 02: Global Overview
14:15-15:15	Module 01, Unit 03: Successful Communication
15:15-15:30	Break
15:30-16:00	Module 01, Unit 03: Successful Communication, continued
16:00-17:15	Module 01, Unit 04: Safe Spaces
17:15-17:30	Module 01, Unit 05: Myths and Realities

Day Two – Conducting Interviews & Assessing Protection Needs

09:00-10:30	Module 02, Unit 01: Interview Basics
10:30-10:45	Break
10:45-12:30	Module 02, Unit 01: Interview Basics, continued

12:30-13:15	Lunch
13:15-15:15	Module 02, Unit 02: Interview Techniques
15:15-15:30	Break
15:30-17:30	Module 04, Unit 03: Assessing Protection Needs

Day Three – Operational Protection

09:00-09:45	Module 03, Unit 01: LGBTI Persons in Forced Displacement
09:45-11:00	Module 03, Unit 02: Identifying Risk Points
11:00-11:15	Break
11:15-11:45	Module 03, Unit 02: Identifying Risk Points, continued
11:45-12:30	Module 03, Unit 03: Addressing Risk Points
12:30-13:30	Lunch
13:30-15:30	Module 03, Unit 03: Addressing Risk Points, continued
15:30-15:45	Break
15:45-17:00	Module 03, Unit 03: Addressing Risk Points, continued

Sample Three-Day Agenda for UNHCR RSD Staff

Day One – Foundation Topics

09:00-09:30	Introduction
09:30-10:30	Module 01, Unit 01: Terminology
10:30-10:45	Break
10:45-12:15	Module 01, Unit 01: Terminology, continued
12:15-13:00	Lunch
13:00-14:15	Module 01, Unit 02: Global Overview
14:15-15:15	Module 01, Unit 03: Successful Communication
15:15-15:30	Break
15:30-16:00	Module 01, Unit 03: Successful Communication, continued
16:00-17:15	Module 01, Unit 04: Safe Spaces
17:15-17:30	Module 01, Unit 05: Myths and Realities

Day Two – Conducting Interviews (RSD Variation)

09:00-10:30	Module 02, Unit 01: Interview Basics
10:30-10:45	Break
10:45-12:30	Module 02, Unit 01: Interview Basics, continued
12:30-13:15	Lunch
13:15-15:15	Module 02, Unit 02: Interview Techniques
15:15-15:30	Break
15:30-17:30	Module 02, Unit 02: Interview Techniques, continued

Day Three – RSD and Durable Solutions

| 09:00-11:15 | Module 05, Unit 01: Analyzing Claims (*4.5-hour version*) |
| 11:15-11:30 | Break |

11:30-12:30	Module 05, Unit 01: Analyzing Claims, continued
12:30-13:30	Lunch
13:30-14:45	Module 05, Unit 01: Analyzing Claims, continued
14:45-15:30	Module 04, Unit 04: Durable Solutions (*2-hour version*)
15:30-15:45	Break
15:45-17:00	Module 04, Unit 04: Durable Solutions, continued

Sample Three-Day Agenda for Humanitarian Emergency Response Staff

Day One – Foundation Topics

09:00-09:30	Introduction
09:30-10:30	Module 01, Unit 01: Terminology
10:30-10:45	Break
10:45-12:15	Module 01, Unit 01: Terminology, continued
12:15-13:00	Lunch
13:00-14:15	Module 01, Unit 02: Global Overview
14:15-15:15	Module 01, Unit 03: Successful Communication
15:15-15:30	Break
15:30-16:00	Module 01, Unit 03: Successful Communication, continued
16:00-17:15	Module 01, Unit 04: Safe Spaces
17:15-17:30	Module 01, Unit 05: Myths and Realities

Day Two – Operational Protection

09:00-09:45	Module 03, Unit 01: LGBTI Persons in Forced Displacement
09:45-11:00	Module 03, Unit 02: Identifying Risk Points
11:00-11:15	Break
11:15-11:45	Module 03, Unit 02 Identifying Risk Points, continued
11:45-12:30	Module 03, Unit 03: Addressing Risk Points
12:30-13:30	Lunch
13:30-15:30	Module 03, Unit 03: Addressing Risk Points, continued
15:30-15:45	Break
15:45-17:00	Module 03, Unit 03: Addressing Risk Points, continued

Day Three – Thematic Topics

09:00-11:00	Module 04, Unit 11: The Emergency Simulation Exercise
11:00-11:15	Break
11:15-12:45	Module 04, Unit 11: The Emergency Simulation Exercise, continued
12:30-13:30	Lunch
13:30-15:15	Module 04, Unit 06: Health
15:15-15:30	Break
15:30-17:00	Module 04, Unit 07: Sexual and Gender-Based Violence

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PLANNING A TRAINING SESSION
Sample Agendas – Full Agenda for a Mixed-Participant Audience

The following is a **full training agenda** for a mixed-participant audience comprised of UNHCR protection staff (Group A) and UNHCR RSD staff and durable solutions staff (Group B). Following the agenda are completed Facilitation Guide **Timing Charts**. You can use this agenda as a guide for creating your own agenda and filling in Timing Charts.

Working with Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) Persons in Forced Displacement
An Interactive Training

Date, Time and Location
XX – XX Month YEAR, TIME
Location Name and Address

Training Objectives
The aim of the training is to teach the key issues related to protecting LGBTI people in forced displacement, including:

- *Learning* essential concepts and definitions;
- *Encouraging* the use of correct terminology in English as per international guidelines;
- *Identifying* problematic assumptions that may impact the provision of effective assistance;
- *Examining* potential scenarios specific to LGBTI persons of concern in various host countries;
- *Assisting* staff members in organising and implementing effective and respectful interviews and other interactions with LGBTI people, and eliciting relevant information in a way that preserves dignity and humanity;
- *Discussing* the unique protection challenges LGBTI persons face and identifying appropriate response actions.

Day One – Groups A and B (All Participants)
Foundation Topics

09:00-09:30	Introduction (*Note: registration begins at 08:30*)
09:30-10:30	Module 01, Unit 01: Terminology
10:30-10:45	Break
10:45-12:15	Module 01, Unit 01: Terminology, continued
12:15-13:00	Lunch
13:00-14:15	Module 01, Unit 02: Global Overview
14:15-15:15	Module 01, Unit 03: Successful Communication
15:15-15:30	Break
15:30-16:00	Module 01, Unit 03: Successful Communication, continued
16:00-17:15	Module 01, Unit 04: Safe Spaces
17:15-17:30	Module 01, Unit 05: Myths and Realities

Day Two, Morning – Groups A and B (All Participants)
Conducting Interviews

09:00-10:30	Module 02, Unit 01: Interview Basics (Standard Variation)
10:30-10:45	Break

Overview

Sample Agendas

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10:45-12:30	Module 02, Unit 01: Interview Basics, continued
12:30-13:15	Lunch

Day Two, Afternoon – Group A (Protection Staff)
Conducting Interviews and Assessing Protection Needs

13:15-15:15	Module 02, Unit 02: Interview Techniques
15:15-15:30	Break
15:30-17:30	Module 04, Unit 03: Assessing Protection Needs

Day Two, Afternoon – Group B (RSD and Durable Solutions Participants)
Conducting Interviews for RSD

13:15-15:15	Module 02, Unit 02: Interview Techniques (RSD Variation)
15:15-15:30	Break
15:30-17:15	Module 02, Unit 02: Interview Techniques, continued
17:15-17:30	TBD

Day Three, Group A (Protection Staff)
Operational Protection

09:00-09:45	Module 03, Unit 01: LGBTI Persons in Forced Displacement
09:45-11:00	Module 03, Unit 02: Identifying Risk Points
11:00-11:15	Break
11:15-11:45	Module 03, Unit 02: Identifying Risk Points, continued
11:45-12:30	Module 03, Unit 03: Addressing Risk Points
12:30-13:30	Lunch
13:30-15:30	Module 03, Unit 03: Addressing Risk Points, continued
15:30-15:45	Break
15:45-17:00	Module 03, Unit 03: Addressing Risk Points, continued
17:00-17:30	Training Wrap-up

Day Three, Group B (RSD and Durable Solutions Participants)
RSD and Durable Solutions

09:00-09:45	Module 03, Unit 01: LGBTI Persons in Forced Displacement
09:45-11:15	Module 05, Unit 01: Analyzing Claims
11:15-11:30	Break
11:30-12:30	Module 05, Unit 01: Analyzing Claims, continued
12:30-13:30	Lunch
13:30-14:45	Module 05, Unit 01: Analyzing Claims, continued
14:45-15:30	Module 04, Unit 04: Durable Solutions
15:30-15:45	Break
15:45-17:00	Module 04, Unit 04: Durable Solutions, continued
17:00-17:30	Training Wrap-up

Sample Agendas

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PLANNING A TRAINING SESSION
Sample Facilitation Guide Timing Charts

The following **Timing Charts** have been completed based on the sample full agenda for a mixed-participant audience from the previous section. Keep in mind that the times listed are approximate and suggested only.

Day One – Groups A and B (All Participants)
Foundation Topics

Segment	Description	Materials Needed	Length	*	Agenda Date/Time
Introduction	Introductions, Overview	Slides 1-15	<45m	x	09:00 – 09:30
Module 01, Unit 01: Terminology, 150 minutes (2 hours 30 minutes)					
Introduction	Objectives	Slides 16-18	02m	x	09:30-09:32
Teaching Segment	A Note on Language	Slide 19	05m	x	09:32-09:37
Exercise	Terminology Board Game	Slides 20-21; FG 4-33; Terminology Board Game	80m	x	09:37-11:12, with break from 10:30-10:45
Exercise	The SSOGI Spectrums	Slides 22-26; FG 34-37	15m	x	11:12-11:27
Discussion	Other Terminology	Slides 27-28	15m	x	11:27-11:42
Video	*Getting Out*	Slide 29; video	20m	x	11:42-12:02
Wrap-up	Key Learning Points	Slides 30-41	13m	x	12:02-12:15
Module 01, Unit 02: Global Overview, 75 minutes (1 hour 15 minutes)					
Introduction	Objectives	Slides 42-43	02m	x	13:00-13:02
Videos	*Pillay on Homophobia*; *A History of LGBT Rights at the UN*	Slide 44; videos	05m	x	13:02-13:07
Exercise	Global Overview Quiz	Slides 45-48; FG 38-47	55m	x	13:07-14:02
Video	*Courage Unfolds*	Slide 49; video	10m	x	14:02-14:12
Wrap-Up	Key Learning Points	Slides 50-51	03m	x	14:12-14:15
Module 01, Unit 03: Successful Communication, 85 – 195 minutes (1 hour 25 minutes – 3 hours 15 minutes)					
Introduction	Objectives	Slides 52-53	02m	x	14:15-14:17
Exercise	Mock Scripts	Slide 54; FG 48-54	50m	x	14:17-15:07
Teaching Segment	Procedural Issues and Tips	Slides 55-58	07m	x	15:07-15:14, then break until 15:29
Exercise	Common Scenarios	Slide 59; FG 55-56; Team Number Table Cards	40m		*This segment will not be held in this training*
Teaching Segment	Suggested Questions	Slides 60-68	16m	x	15:29-15:45
Exercise	Paired Role-Play	Slide 69; FG 57-59	50m		*This segment is on Day 02*
Discussion	Working with Interpreters	Slides 70-73	20m		*This segment is on Day 02*
Wrap-up	Key Learning Points	Slides 74-76	10m	x	15:45-15:55
Module 01, Unit 04: Safe Spaces, 65 – 75 minutes (1 hour 05 minutes – 1 hour 15 minutes)					
Introduction	Objectives	Slides 77-78	02m	x	15:55-15:57
Discussion	Questions to Consider	Slide 79; FG 60-61	05m	x	15:57-16:02
Video	*IOM: A Safe Space*	Slide 80; video	05m	x	16:02-16:07
Exercise	Creating Safe Spaces	Slides 81-83; FG 62-65; white board and markers	50m	x	16:07-16:57
Teaching Segment	Guiding Documents	Slides 84-87	10m		16:57-17:07
Wrap-up	Key Learning Points	Slides 88-89	03m	x	17:07-17:10
Module 01, Unit 05: Myths and Realities, 15 minutes					
Exercise	Myths and Realities	Slides 90-141; FG 66-68; Myth and Reality signs	15m		17:10-17:25

Compulsory segments are denoted with an "x"; FG = Facilitation Guide. Participant Workbook pages are denoted on slides.

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Day Two, Morning – Groups A and B (All Participants)
Conducting Interviews

Segment	Description	Materials Needed	Length	*	Agenda Date/Time
Module 02, Unit 01, Standard Variation: Interview Basics, 195 minutes (3 hours 15 minutes)					
Introduction	Objectives	Slides 1-4	02m	x	09:00-09:02
Exercise	Mock Interview Scripts	Slide 5; FG 4-15	85m	x	09:02-10:27, with break from 10:27-10:42
Discussion	Working with Interpreters	Slides 6-9; FG 16	30m	x	10:42-11:12
Teaching Segment	The DSSH Model	Slides 10-28; FG 17	30m	x	11:12-11:42
Discussion	Appropriate Lines of Questioning	Slide 29	15m	x	11:42-11:57
Exercise	Situational Awareness	Slide 30; FG 18-19; Team Number Table Cards	30m	x	11:57-12:27
Wrap-Up	Key Learning Points	Slides 31-32	03m	x	12:27-12:30

Day Two, Afternoon – Group A (Protection Participants)
Conducting Interviews and Assessing Protection Needs

Segment	Description	Materials Needed	Length	*	Agenda Date/Time
Module 02, Unit 02, Standard Variation: Interview Techniques, 120 minutes (2 hours)					
Introduction	Objectives	Slides 33-34	02m	x	13:15-13:17
Teaching Segment	Best Practices	Slides 35-39	10m	x	13:17-13:27
Exercise	Group Role-Play	Slide 45 [skip slides 40-44 in this variation if you have no participants who do RSD]; FG 20-25; Group Role-Play sheets	45m	x	13:27-14:12
Exercise	Paired Role-Play	Slide 46; FG 26-30	60m	x	14:12-15:12
Wrap-Up	Key Learning Points	Slides 47-50 [skip slide 49]	03m	x	15:12-15:15
Module 04, Unit 03: Assessing Protection Needs, 120 minutes (2 hours)					
Introduction	Objectives	Slides 33-34	02m	x	15:30-15:32
Teaching Segment	Protection Issues	Slides 35-38	05m	x	15:32-15:37
Exercise	Case Study Assessment	Slide 39; FG 21-27; HRIT; HRIT User Guide	110m	x	15:37-17:27
Wrap-up	Key Learning Points	Slides 40-42	03m	x	17:27-17:30

Day Two, Afternoon – Group B (RSD and Durable Solutions Participants)
Conducting Interviews for RSD

Segment	Description	Materials Needed	Length	*	Agenda Date/Time
Module 02, Unit 02, RSD Variation: Interview Techniques, 120 minutes (3 hours 45 minutes)					
Introduction	Objectives	Slides 33-34	02m	x	13:15-13:17
Teaching Segment	Best Practices	Slides 35-39	10m	x	13:17-13:27
Teaching Segment	Addressing Credibility Concerns	Slides 40-44	30m	x	13:27-13:57
Exercise	Group Role-Play	Slide 45; FG 20-25; Group Role-Play sheets	105m	x	13:57-15:57, with break from 15:15-15:30
Exercise	Paired Role-Play	Slide 46; FG 26-30	75m	x	15:57-17:12
Wrap-Up	Key Learning Points	Slides 47-50	03m	x	17:12-17:15
TBD	Facilitator can fill as needed – for example, with Q&A, preparation for next day, etc.	-	15m	x	17:15-17:30

Compulsory segments are denoted with an "x"; FG = Facilitation Guide. Participant Workbook pages are denoted on slides.

Day Three, Group A (Protection Participants)
Operational Protection

Segment	Description	Materials Needed	Length	*	Agenda Date/Time
Module 03, Unit 01: LGBTI Persons in Forced Displacement, 45 minutes					
Introduction	Objectives	Slides 1-3	02m	x	09:00-09:02
Teaching Segment	LGBTI Persons in Forced Displacement	Slides 4-34	30m	x	09:02-09:32
Discussion	Q&A	Slide 35	13m	x	09:32-09:45
Module 03, Unit 02: Identifying Risk Points for LGBTI People, 105 minutes (1 hour 45 minutes)					
Introduction	Objectives	Slides 36-37	03m	x	09:45-09:48
Exercise	Risk Points Assessment	Slides 38-54; FG 4-13; Team Number Table Cards	100m	x	09:48-11:43, with break from 11:00-11:15
Wrap-Up	Key Learning Points	Slides 55-56	02m	x	11:43-11:45
Module 03, Unit 03: Addressing Risk Points, 135 – 300 minutes (2 hours 15 minutes – 5 hours)					
Introduction	Objectives	Slides 57-58	02m	x	11:45-11:47
Exercise	Responses in the Field	Slide 59; FG 14-33; Team Number Table Cards; Key Challenge Area Table Cards; post-it notes; Bonus Alert and Response Example Cards	130-180m	x	11:47-16:12, with lunch break from 12:30-13:30 and tea/coffee break from 15:30-15:45
Exercise	Action Plan	Slide 60; FG 34-35	45-105m		16:12-16:57
Wrap-Up	Key Learning Points	Slides 61-63	03m	x	16:57-17:00
Training Wrap-Up	Evaluations and Final Q&A	-	30m		17:00-17:30

Day Three, Group B (RSD and Durable Solutions Participants)
RSD and Durable Solutions

Segment	Description	Materials Needed	Length	*	Agenda Date/Time
Module 03, Unit 01: LGBTI Persons in Forced Displacement, 45 minutes (with other training participants)					
Operational protection overview with other training participants; see table above for timing breakdown; runs 09:00-09:45.					
Module 05, Unit 01: Analyzing Claims, 210 – 420 minutes (3 hours 30 minutes – 7 hours)					
Introduction	Objectives	Slides 1-4	05m	x	09:45-09:50
Teaching Segment	Assessing Credibility	Slides 5-9	15-30m	x	09:50-10:20
Exercise	Credibility Analysis	Slides 10-12; FG 4	30-60m	x	10:20-10:50
Teaching Segment	Substantive Issues	Slides 13-19	30-45m	x	10:50-11:35, with break from 11:00-11:15
Exercise	Eligibility Analysis	Slides 20; FG 5-14	120-270m	x	11:35-14:35, with lunch break from 12:30-13:30
Wrap-Up	Key Learning Points	Slides 21-24	10m	x	14:35-14:45
Module 04, Unit 04: Durable Solutions, 120 – 180 minutes (2 – 3 hours)					
Introduction	Objectives	Slide 44	02m	x	14:45-14:47
Teaching Segment	Durable Solutions Overview	Slides 45-65	30-45m	x	14:47-15:17
Exercise	Considering Voluntary Repatriation	Slide 66; FG 28-30	45m		*This segment will not be held in this training*
Exercise	Utilizing the RA Tool	Slide 67; FG 31-36; RA Tool	85m	x	15:17-16:57, with break from 15:30-15:45
Wrap-up	Key Learning Points	Slides 69-69	03m	x	16:57-17:00
Training Wrap-up	Evaluations and Final Q&A	-	30m		17:00-17:30
Compulsory segments are denoted with an "x"; FG = Facilitation Guide. Participant Workbook pages are denoted on slides.					

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PLANNING A TRAINING SESSION
Preparing the Training Materials and Venue

Preparing the Training Materials

Once you have identified the number of participants you will train, chosen the modules and units 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 a great deal of printed training material. In some cases, materials need to be cut out and, if possible, laminated beforehand. 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 Guides. 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 **Participant Workbooks** are printed in colour and in book format. If printing them in book format 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 Participant Workbooks and Facilitation Guides. The Team Number Table Cards are in the Training Aides document. The guidance documents in Module 04 are stored separately with the Facilitation Guide and Participant Workbooks. The videos are stored in their own folder. Several additional items – flip charts, markers, tape and post-it notes – may also be needed.

Also remember that Module 04 has **separate** Participant Workbooks for each unit in order to reduce the number of pages you need to print when presenting these units. Ensure you print all the Participant Workbooks necessary for your training session ahead of the start of the session.

Preparing the Venue

The **training venue** should have a room large enough for participants to move around in easily and an area outside the room where participants 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 will allow participants to sit in groups of at least three to four. It is not ideal for participants 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 that you **set up the training 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 Participant Workbooks, any necessary exercise materials, such as the Terminology Board Game, and the relevant Training Aides on the participant 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 you have your other office supplies, such as extra pens, post-it 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.

PLANNING A TRAINING SESSION
Preparing the Venue and Training Materials

Training Preparation Checklist

Venue

_____ Room(s) large enough for training participants to move around in freely
_____ Tables that allow participants to sit in groups of three or four
_____ Long table(s) for training materials
_____ Break area outside the training room

Technical Equipment

_____ Projector(s)
_____ Screen(s)
_____ Speakers set(s)
_____ Laptop(s) with VLC
_____ PowerPoint clicker(s) (also called wireless presentation devise)

For Individual Participants

_____ Agendas
_____ Participant Workbooks for all modules and units on the agenda
_____ Evaluation forms, if using
_____ Guidance documents for Module 04 Units 02, 03 or 04, if relevant

For Participant Tables

_____ Training Aides – infographics
_____ Extra pens

For Exercises

_____ Exercise materials from the Facilitation Guides, such as the Module 01 Terminology Board Game, the Module 03 Key Challenge Area signs or the Module 04 International Law Match-up card packs
_____ A flip or white board and markers
_____ Three sets of post-it notes in different colors, if facilitating Module 03
_____ Tape or pins to affix sheets of paper to the wall, if facilitating Module 03

For the Facilitator

_____ Training Aide – Team Number Table Cards
_____ Facilitation Guides

FACILIATING A TRAINING SESSION
Tips for Facilitating a Successful Training Session

Increase Your LGBTI Competency

Ahead of facilitating LGBTI training, it may be helpful to increase your LGBTI competency in order to be better prepared for questions from training participants. This is especially useful if you have limited expertise on LGBTI issues and have not facilitated a LGBTI training session in the past. You can start by reviewing the materials in the Continued Learning **Recommended Reading** section of the Module 01 Participant Workbook. Close familiarity with these LGBTI-related reports and articles will increase your confidence as a LGBTI Training Facilitator.

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, UNHCR's Guidelines on International Protection No. 9 and the UNHCR LGBTI Need to Know Guide. It is also useful to watch the videos in the Module 01 Participant Workbook Continued Learning Recommended Viewing section. Videos are an easy and fun way to increase your LGBTI cultural competency.

Maintain a Safe and Communicative Training Space

During the 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 training participants are responded to with respect and that you as a Facilitator treat all participants in an open and friendly way.

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

Avoid **correcting participants**. Instead, endeavor to answer their questions and respond to their comments with a gentle and supportive tone. Telling a training participant they are wrong will create an atmosphere in which participants do not want to share their ideas or ask questions and are resistant to learning.

You can use **methods other than correcting** participants, such as re-directing their question or statement or asking others to respond to the comment or query. For instance, if a training participant 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 training participant makes a comment that is **incorrect** – for instance, that persons of diverse sexual orientation are mentally ill – you can start by asking, "What does everyone else think?" It is likely enough participants will make other suggestions that you will not have to "correct" the original comment. Instead, you can build upon what the other participants say by offering positive information supporting their views in a way that demonstrates LGBTI people are not mentally ill. This method of ensuring the topic is adequately addressed takes the focus off the original comment and helps retain that participant's dignity within the training space.

It is also useful to let participants **discuss comments** and answer questions themselves, rather than the Facilitator constantly speaking. For instance, when a training participant 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 employing stereotypes and bias are made, you will not be able to **share information** with the training participants at large that gently corrects stereotypes and biases. In other words, comments and questions – whether biased or not – must be voiced in order for you, the Facilitator, to know what the training participants are thinking. A training session in which participants feel free voicing their opinions and are open to supportive and positive discussion and debate is a successful one.

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Guide Participants 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 this way," various world religions' stances on homosexuality, how/if sexual abuse effects sexual orientation, the percentage of people who are LGBTI and many others.

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

It is thus useful to **gently guide participants** away from topics that are not useful during a training session 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 LGBTI people are in every community we serve."

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, participants will be so engaged in **useful discussion** that you will not want to move on to the next section or unit. 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 participants 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 participants to stay for a **30-minute Q&A** following the conclusion of the training day. You may also elect to move a training unit 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 participants on the page to turn to in their Participant Workbooks. Each slide has a **notes section** that instructs the Facilitator what to say, and the scripts contained within them 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 and then recite them or, if very experienced in providing this training, use them as a reference tool. For live webinar presentations of the LGBTI Information Session or Briefing Session, the notes can be read while slides are broadcast to the participants. There are also recorded versions available.

To access the **notes** of the PowerPoint, 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 last presentation slide.

The notes are **formatted.** Notes that represent text displayed on the screen are italicized. Notes that are not displayed on the screen, but should be spoken by the Facilitator, are not italicized. All notes should be conveyed verbally to the participants in the format and order they are written regardless of whether they are displayed on the screen. For ease of facilitation, it is suggested the Facilitator **print** the notes pages to reference or read from during their session. Do this by going to "Print," and under Settings, clicking on "Full Page Slides" and changing it to "Notes Page."

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FACILIATING A TRAINING SESSION
FAQ and Suggested Answers

The following are just a few of the **questions** you may be asked while facilitating a LGBTI 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. 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 that someone conceal their sexual orientation in order to avoid persecution. 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 sex and entering into sexual relations with them. For some people, this 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 of asylum about the risks related to being LGBTI in that particular country. In some instances, staff members 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 harassment, abuse, arrest, detention or deportation. This should only be advised to them in the short term until a long term durable solution became available. Staff members 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. Staff members should also keep in perspective the human rights violations and other long-term psychological consequences related to concealment.

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-sex 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-sex couples who complained that under Italian law they were unable to get married or enter into a civil union, and were thus being discriminated against on the grounds of their sexual orientation. The court found, for the first time, that the inability of same-sex couples to gain legal recognition other than marriage in a country that only offers marriage to different-sex couples amounts to a violation of the European Convention on Human Rights. The Italian legislature will now have to prove same-sex couples can access some form of civil unions. To read the judgment, see the link in the Continued Learning section of the Module 04 Unit 02 Participant Workbook.

Q. Why does the training package use the term "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 X0, 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 other 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. 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 "top surgery" (breast augmentation or reduction) would also maintain fertility. Even if a transgender person has "bottom surgery," 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. 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. Just like gender identity, 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 particular 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. Why does bisexual refer to attraction to men and women, 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 being either male, female or intersex. The idea that there is a sex that is "both male and female" is outdated and should be avoided. Likewise, the idea that bisexual refers only to attraction to men and women is outdated. As we have learned, there are more than two sexes and many manifestations of gender.

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 either the same sex or a different sex 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 – it just means the individual is no longer single. Similar to how a heterosexual woman may still find men attractive while in a relationship or marriage with a man, someone's sexual orientation 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. How can I be sure I don't say the wrong thing to a LGBTI person?

A. A good rule of thumb is, don't say anything to a LGBTI person that you would not say to a heterosexual person. For instance, if you would not ask a heterosexual person why they got married, don't ask an LGBTI person why they got married. If you would not ask a heterosexual person if they have tried dating someone of the same sex to ensure they are really straight, do not ask a gay or lesbian person if they have dated someone of a different sex to ensure they are

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gay. If you would not ask a heterosexual person invasive questions about their sexual practices, do not ask a gay person invasive questions about sex. If you wouldn't call being heterosexual a "lifestyle" or "agenda," don't call being LGBTI those terms. Another helpful tip is to try your best. If you are worried you have said something offensive, ask. If you know you have said something incorrect, apologize and correct yourself. Trying your best and treating everyone with dignity and respect – regardless of their sex, sexual orientation or gender identity – will lead to success.

Q. How can I convince other people to see LGBTI issues the way I do?

A. Your approach to discussing LGBTI 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. When you examine your own beliefs, including the stereotypes you have been taught, and listen openly to the opinions of others, you may find that it is easier to engage in dialogue on this sensitive and complicated topic. If you believe someone is using stereotypes or myths to express their ideas, address them by offering alternatives to those stereotypes or myths. 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.

Q. How many people are LGBTI?

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 was 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-sex relationships, the risks of reporting SSOGI and the difficulty of defining related terminology for the purposes of a survey. This does not mean other areas of the world do not have LGBTI people – LGBTI 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 LGBTI, the UN believes that sex, sexual orientation and gender identity are fundamental human characteristics and that the right to express your sex, sexual orientation and gender identity without fear of discrimination or persecution is fundamental to human dignity.

Q. Should we have a separate waiting area for LGBTI people? Separate toilets?

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

Q. Shouldn't we just mainstream this issue?

A. Services and programs designed to address the needs of other populations, such as women and girls, are not necessarily designed to meet the unique needs of LGBTI people. While LGBTI considerations should be mainstreamed into all programming in terms of the population being considered and served when planning is undertaken, we should not assume that programs serving other at-risk populations will be suitable for LGBTI people, or that staff members working on those programs will understand how to serve LGBTI people. Be careful that "mainstreaming" doesn't mean adding "LGBTI" to a list of other groups on paper but not following up with the specific programming needed.

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.

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FACILIATING A TRAINING SESSION
Fielding Difficult or Unexpected Questions

One of the most challenging aspects of holding a LGBTI training session 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 LGBTI issues or going off-script to more deeply explain a concept to a training participant 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-sex marriage rights in a particular country, same-sex family adoption or historical issues – you should feel free to explain that you don't have that information but are happy to look it up with the participant after the training session concludes.

Strategy #1: Return to terminology

The terms training participants learn during a training session 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, especially in relation to terms such as bisexual, intersex and transgender. Often the questions training participants ask are really questions related to terminology. For instance, participants may ask why a transgender person getting married doesn't call their claim of being transgender into question. You can use that as an opportunity to remind participants that being transgender is related to gender identity, not sexual orientation. You may also be asked in-depth questions about being intersex or bisexual, in which case you can have participants turn to the definition in the glossary.

If needed, you can always return to the Module 01 Unit 01 to look at the Terminology Bonus exercise and the SSOGI Spectrums exercise for clarification on basic terminology.

Strategy #2: Return to basic concepts

Is too much terminology getting training participants frustrated or upset? If so, simply remind them that, despite the numerous terms, the terminology in this training package is all related to several basic concepts. One core basic concept is that we all have a sex, sexual orientation and gender identity, and that these characteristics are a fundamental part of the human experience. This is useful to restate when participants start discussing sex, sexual orientation or gender identity as if they are only related to LGBTI people, not everyone.

Another basic concept is about marriage. If participants feel confused about why lesbian or gay individuals would engage in a different-sex 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: Return to the human rights platform

Participants may wish to engage in discussions about whether individuals are "born LGBTI," "choose" to be LGBTI or "become" LGBTI in another way, such as through abuse, rape or a failed marriage. Often, one or more participants 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(s) they know exemplify it so strongly. In this situation, it is imperative you remind participants that the topic of how sexuality and gender identity if formed is larger than the training, and that regardless of how sexual orientation and gender identity are formed, they are, along with sex, so fundamental to human dignity that being persecuted on their basis triggers international protection. You can also use this as an opportunity to remind participants about their professional obligation to serve all persons with dignity and respect.

Returning to a human rights platform can also be a useful technique if participants ask questions related to pedophilia or similar topics. In these instances, you should correct stereotypes and remind participants that everyone has a sex, sexual orientation and gender identity, and again, that we approach the topic from a human rights perspective.

Strategy #4: Remind participants of the basic "rule of thumb"

The basic "rule of thumb" is that, if you wouldn't use a word or phrase to describe or speak to a heterosexual or cis-gendered (non-transgender) individual, you shouldn't use it to describe or speak to an LGBTI individual. For instance, if you wouldn't ask a heterosexual person why they got married, don't ask an LGBTI person why they got married. If you wouldn't ask a heterosexual person 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 LGBTI those terms.

This rule of thumb also applies to interviews. Remind participants to think carefully before pursuing a line of questioning they believe is appropriate just because the person in front of them identifies as LGBTI. 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 that training participants bring into a training session. Many of these are addressed throughout the training modules and in Module 01 Unit 05, Myths and Realities. However, you will need to continually remind participants 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 LGBTI, that same-sex couples should or cannot have children, that same-sex couples are not family members, that gay men engage in pedophilia at higher rates than heterosexual men, that all LGBTI people will be ashamed to be LGBTI, that bisexuality is not a valid sexual orientation, that holding safe space campaigns results in numerous fraudulent claims because LGBTI claims are easy to make and that all LGBTI people are survivors of sexual violence. When participants 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 not everyone is the same

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 participants that not everyone is the same, and that such examples reinforce stereotypes. Discuss how diverse human populations are and remind participants that there is no one "LGBTI community" nor one way that LGBTI people look, act, dress or speak. Remind them that making such assumptions renders many LGBTI 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 LGBTI people are as diverse as non-LGBTI people. If personal stories persist, return to the basics: terminology, core concepts and the human rights platform.

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

Sometimes you will be asked an action-oriented question that you don't know how to answer, such as how to mainstream LGBTI issues into a particular program or service, or how a particular transit center should be built to accommodate persons of concern from a specific location. In these instances, it's useful to turn the question back to the participants. While you are there to be their guide on LGBTI issues, their wealth of knowledge, experience and examples can always educate you about how to better serve LGBTI persons of concern in the field.

AFTER A TRAINING SESSION
Keeping the Momentum Going

At the conclusion of your training session, many training participants will want to know how they can **keep up the momentum** they have gained during the training 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 Modules 01 and 02 in the initial training session, provide a unit from Module 04 for interested staff members every few months.

Hold Refresher Trainings

Within six months of a training session, **participant knowledge** begins to fade. You can address this by holding refresher training sessions. For a refresher session, you can use the material in the LGBTI Briefing Session or choose popular units to present again. You can also bring training participants back together to discuss their work experiences with LGBTI people since the training session. This is an excellent way to share positive examples, address new questions and ensure training participants retain their knowledge.

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 other staff members 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 staff members. This also guarantees there will be staff members to facilitate training sessions if you are unavailable.

Encourage Your Office or Organization to Train All Staff

Many organizations and offices believe that only certain staff members who come into close contact with persons of concern, such as caseworkers or protection officers, should receive LGBTI training. Part of your role as a training Facilitator can be to educate your office or organization leadership about the **benefits of training all staff members** on LGBTI issues. Training can benefit the entire office because it encourages staff members to approach LGBTI colleagues as well as LGBTI persons of concern with dignity and respect. It reinforces the Code of Conduct and a culture of professionalism in the office as well as sends the message that the organization takes LGBTI issues seriously.

Appoint LGBTI Focal Points

Some offices have found it useful to appoint staff members to serve as **LGBTI Focal Points**. LGBTI Focal Points can provide refresher training session for staff members, engage in meetings and resource-sharing with partner organizations, serve as a primary point person with LGBTI persons of concern or help Human Resources (HR) address issues related to sex, sexual orientation or gender identity in the workplace.

Create Safe Spaces

One of the primary recommendations in the training package is that training participants ensure their office environments are **safe spaces** for LGBTI persons of concern. While many participants have excellent, actionable ideas about how to improve their office spaces or processes in order 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 session. You can assist them in this endeavor by offering to have discussions about how to put their ideas into action, assist them in discussing their ideas with management, 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 LGBTI colleagues and persons of concern alike 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 sex, sexual orientation and gender identity. You can also ensure that HR staff have received training and are able to address any requests they receive from LGBTI staff members for assistance.

Monitor Action Plans

If training participants took Module 03 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 participants in multiple locations, it may not be possible to personally check in with training participants on a regular basis to support them in relation to LGBTI issues or gather examples of their follow-up work. 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 training participants returned to their respective offices.

Share Positive Examples and Resources

When training participants return to their **normal working routines** and enact their Action Plans or the ideas they have gained from 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 training participants. You can also share with the other participants the resources that have been created so they can utilize them in their own work.

For instance, if a training participant returned to their department and created safe space signs for their public waiting areas, you can **share this update** as well as the signs with the other training participants. Or, if a manager initiated monthly meetings with partners to discuss how to best serve LGBTI persons of concern in their location, you can ask them to detail the process they went through to launch those meetings and share with you the best practices they learned through that process. You can then share that information with the other training participants and encourage them to initiate their own partner meetings where relevant.

Don't forget to log these **positive examples** to share with other entities, such as your managers, organization or office leadership, headquarters, and, most importantly, during your next training session!

FOR TRAINING ADMINISTRATORS

This training 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 a number of elements to keep in mind:

Information Replication

The content contained is this training package is **replicated in several different documents**. For instance, the Terminology glossary appears in the Module 01 Participant Workbook, Information Session Participant Handout and Briefing Session Participant Workbook. The exercises that appear in the Participant Workbooks for all modules 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 Participant 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 relevant material.

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

If you **add pages to or delete pages from an existing section** in a presentation, Participant Workbook or Facilitation Guide, several things need to subsequently be updated: 1. All page numbers in the document should be adjusted accordingly (see Formatting); 2. The Table of Contents should be corrected to reflect all new page numbers; 3. The Facilitation Guide Timing Chart may need to be updated to reflect new page numbers in the presentation or Facilitation Guide; 4. References to Facilitation Guide pages in the presentation notes may need to be updated; 5. The main presentation slides may need to be updated to reflect new page numbers in the Participant 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 unit 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, total unit time on the unit slide and segment time on the first segment slide. All three will need to be updated.

Formatting

When updating material, the formatting may shift. The Word document footers are created using section breaks. Each footer set was then individually formatted, including the **page numbers**. If you add or delete content and change the number of pages, all page numbers in document will have to be re-formatted to reflect the correct page numbers. You can update page numbers by clicking on the page number box, going to "Insert > Page Number > Format Page Number > Start at" and entering the correct number. In limited instances, a section skips a page number ahead and you must thus enter one page number less in the "Start at" box. Check page numbers carefully.

Ensure **footer titles** are correct. If section breaks are accidentally deleted, entire footer sections can shift titles, adopting the title of another section. You can see **section breaks** by viewing the document as a Draft. **Footer logos** are in text boxes. The boxes need to be "behind text" in order to ensure the footer title can be read. If a text box is obscuring the footer title, right click on the text box (not the logo image itself), choose Wrap Text and then Behind Text.

At times, the **image on the first page** of the Facilitation Guides and Participant 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 have adjusted itself.

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 Participant Workbook should also be periodically checked and updated.

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UNHCR
United Nations High Commissioner for Refugees
Haut Commissariat des Nations Unies pour les réfugiés

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