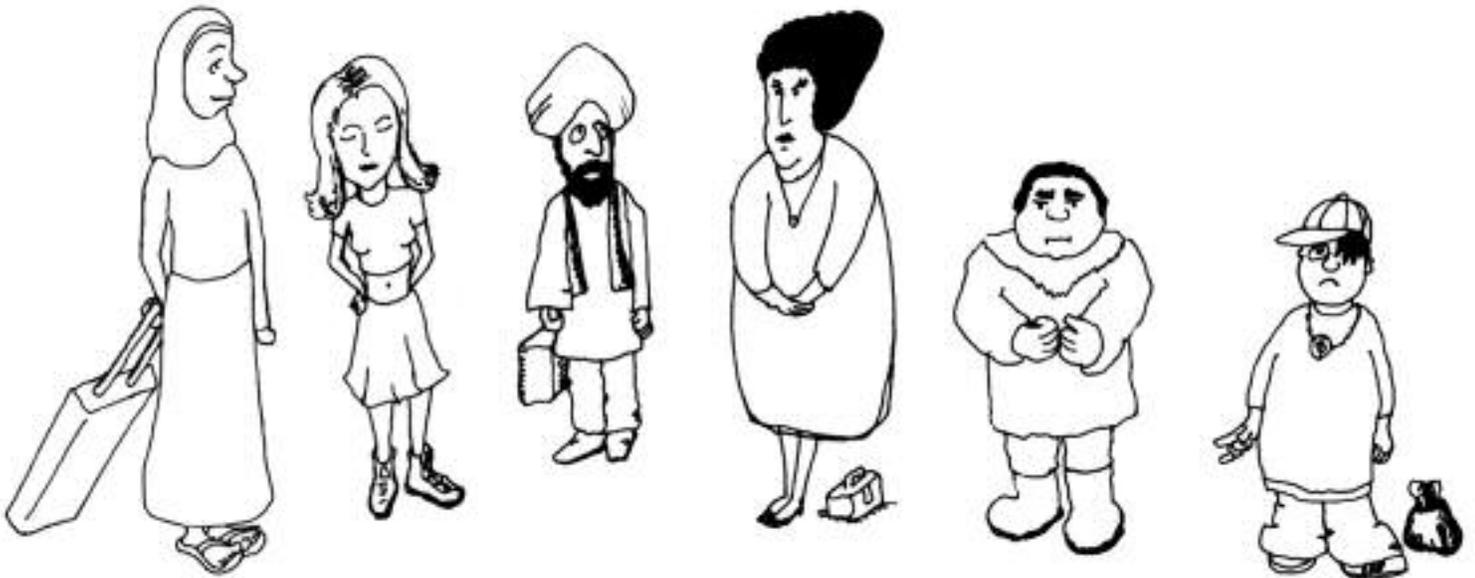


# PATHWAYS TO GENDER JUSTICE HANDBOOK

APPLYING A GENDER LENS  
IN WORKING WITH NEWCOMERS



# PATHWAYS TO GENDER JUSTICE HANDBOOK

## APPLYING A GENDER LENS IN WORKING WITH NEWCOMERS

### Introduction

The Settlement Sector in a Snapshot:	
Marie's First Weeks in Canada . . . . .	1.1
Working with Newcomers – The First Contact . . . . .	1.3
The Handbook in a Snapshot . . . . .	1.4
Domestic Violence – An Important Gender Issue . . . . .	1.8

### Areas to Work on

#### Governance

Mission and Vision . . . . .	2.2
Policy . . . . .	2.6
Board Composition . . . . .	2.8
Organizational Structure . . . . .	2.10

#### Management

Communications and Outreach . . . . .	3.1
Human Resources . . . . .	3.4
Budget . . . . .	3.6

#### Direct Services

Program Design, Coordination and Evaluation . . . . .	4.1
Service Delivery . . . . .	4.4
Worker's Competency . . . . .	4.7

### Appendices

Appendix A: Scenarios . . . . .	5.1
Appendix B: Some Further Resources . . . . .	5.7
Appendix C: Acknowledgements . . . . .	5.12

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#### Canadian Council for Refugees

6839-A Drolet #302 Montréal, Québec, H2S 2T1  
Phone: (514) 277-7223 Fax: (514) 277-1447  
info@ccrweb.ca www.ccrweb.ca

This Pathways to Gender Justice Handbook (the “Handbook”) was developed to help settlement organizations apply a “gender analysis” in working with newcomers. The Handbook complements the Pathways to Gender Justice Toolkit (the “Toolkit”), available online at [ccrweb.ca/Gender.pdf](http://ccrweb.ca/Gender.pdf). The Toolkit is a **reference document** that includes background information, theory and exercises about gender analysis. The Handbook is a **practical guide** that will help you apply a gender analysis to different areas of your organization, such as governance, management and direct services. The two documents go together. Where relevant, the Handbook refers to pages of the Toolkit that explain some of the terms used in the area of gender analysis.

Pathways to Gender  
Justice Toolkit:  
available at  
[ccrweb.ca/Gender.pdf](http://ccrweb.ca/Gender.pdf)



In this document, we use the term “newcomer” as an inclusive term that covers all people born abroad and considering themselves to be in the settlement process to Canadian society. This includes immigrants, refugees, refugee claimants, and people without an official or permanent status.

The Handbook is like a map that will guide you as you start making change within your organization. It is designed to be flexible enough so that you can adapt proposed steps and exercises to the reality of your organization. You can work at your own pace, on one subsection of the Handbook at a time. You can choose to start on any of the sections: governance, management or direct services. There is no prescribed order. Specific instructions on how to use the Handbook are available, in the section “The Handbook in a snapshot.” (page 1.4)

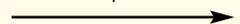
Before you start, you can read Marie’s story below, to give you an idea of the interaction between a newcomer and a worker at a settlement organization.

## The Settlement Sector in a Snapshot Marie’s First Weeks in Canada

Marie arrived in Canada with two of her children from the Democratic Republic of Congo. In recent years, she has experienced the brutality of war and, although she feels happy to be here, she is deeply anxious. How will she deal with life in a new place? What about the rest of her family back home? Are they going to survive? Is she ever going to be able to bring them here? In the midst of a flurry of emotions, difficulty sleeping and trying to hang on to her ability to make her children smile, she makes her way to a building where she was told there was going to be help. On her mind is an endless list: a place to live, protecting her children, food, clothes, money to live on, learning English, etc...

Florence wakes up and rushes to work in a crowded bus. She steps into her office and gets her usual cup of coffee

before Marie comes through her door with her children. “Please have a seat,” she says. This is another day for Florence who works at a settlement agency. Many things are on the agenda: What is this woman’s status? Is she looking for work? Oh, wait, can she understand English? Marie has trouble finding words in English but is finally relieved when Florence asks her if she would prefer to speak French. Florence is also relieved that they can find a way to communicate. A few minutes into the conversation, as Marie tries to calm down her daughter, Florence explains to Marie that her agency unfortunately only offers daycare – and in fact any other services – to people who have status in Canada. She adds: “Our agency is going to be in trouble if we start providing services to people who don’t have status in the country.” Marie feels a shiver run through her back. She pulls



## The Settlement Sector in a Snapshot Marie's First Weeks in Canada (continued)

herself together and explains to Florence that she wants to claim refugee status. Florence replies: "OK, that's different then. Well, you need to tell the government and then I can help you." Florence explains to Marie what she needs to do to make a refugee claim.

Marie now lives in a temporary housing situation. At first, she didn't know what to expect. She didn't know that she and her children would have to share a room with another woman. The other woman is from a country she never heard of before. When she first got to her temporary home, there was no food in the kitchen and she was told that she needed to bring her own. She went outside and spent two hours looking for a store. Because she wasn't able to speak English, no one understood what she was looking for. She finally saw people coming out of a store with what looked like food. She went in and managed to buy something with the modest amount of money she had for her first few weeks in Canada. When she came back she noticed that the woman with whom she shares the room had put Marie's children's stuff on the upper part of the bunk beds. She got angry because her son has trouble walking due to an accident back home. He can't go up a ladder every night. She also has back problems, which makes this situation far from ideal. Later, she explained the situation to the settlement agency but no one could help her get another room or solve the issue with her roommate. She was angry but decided that at least she had a place to stay.

Every night, Marie has flashbacks from the war. She is afraid and cries silently so as not to wake her children and roommate. Sometimes she thinks her head is going to explode. She hopes that those fears and anxieties are not noticeable when she goes to the settlement agency. Sometimes people ask her if she is OK. She smiles. They seem relieved. She wishes her sister was around so that she could tell her how she feels. If only the rest of her family was there, she could count on them. Now she can only wish that they are alive back home. She doesn't know if there is anyone in Canada whom she can call a friend yet. And besides, what would they think if they knew what she has gone through? There are many people around in the neighbourhood but few people

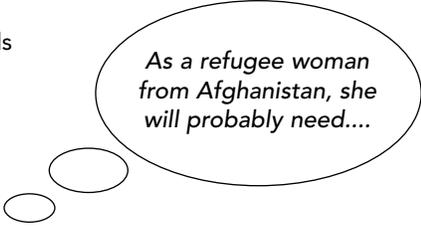
talk to each other. When Marie took the bus once, with her two children, it was as if no one saw her.

Marie now wonders how she is going to start putting together what she needs to make a refugee claim. At their last meeting, Florence gave Marie a series of documents with information about where she can find more resources. Marie looks at the pile of documents on the kitchen table. What is she supposed to do with this? Is she supposed to prepare everything on her own? Paul is a man from the Democratic Republic of Congo whom she met recently. He offered to help her but she's not allowed to let him enter her home because it is a residence for women only. Marie doesn't know what to do. She doesn't know how long she will have to wait to find permanent housing. She decides to ask Paul if they can meet somewhere else to talk. She hates that she will have to carry her pile of documents with her. She also wonders whether her children will be able to play while she tries to have a serious conversation.

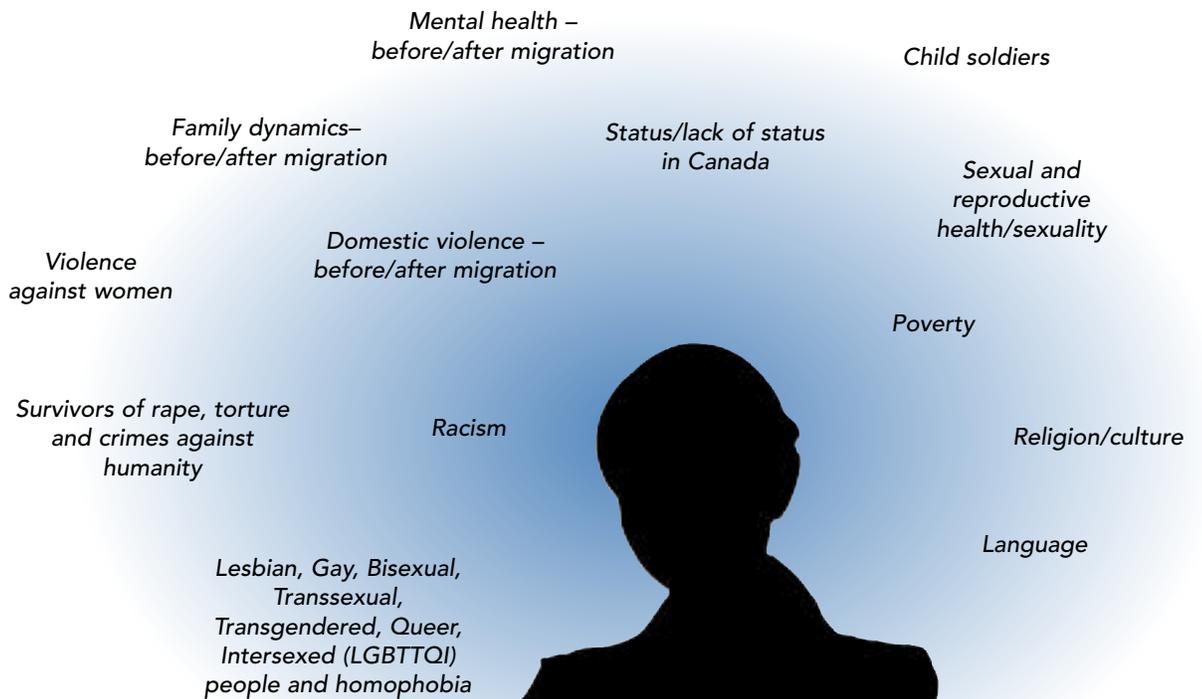
A few days later, Florence decides to set up a workshop for women newcomers to share their experiences. Women are asked to bring an object that means a lot to them. Marie decides to bring a photograph of her sister. During the workshop, Florence talks about the fact that women can be empowered by sharing experiences. Marie wonders what exactly she means. When Marie leaves the workshop, she feels a bit less lonely. When she walks down the stairs of the agency, the bus that she wanted to take passes just in front of her. She momentarily notices an advertisement displaying a skinny woman who is drinking something in a bikini, on the side of the bus. Marie feels a bit sceptical about the way some Canadian women dress. But soon her attention is turned to more serious issues. She wonders what the next step is to ensure that she and her children will be fine for the next few days.

## Working with Newcomers – The First Contact

As a worker in an organization serving newcomers, what are your first thoughts when you meet a service user for the first time? Do you assume that she or he will have needs similar to service users you met previously from the same gender/cultural background/status, etc?



When you meet a service user for the first time, do you consider how the following factors can affect her/his settlement process?



These factors, among others, interconnect in different ways and make the migration and settlement process unique for every individual.

If you are unfamiliar with any of these terms, you may consult the Toolkit and especially the Toolkit glossary on pages 8.1-8.3.

## The Handbook in a Snapshot

If you work or volunteer in an organization serving newcomers, whether in direct services, management or as a Board member, this Handbook is designed to help you improve services through a deepened understanding of an important dimension of people's lives: gender.

For a definition of gender, go to the Toolkit, section 8.

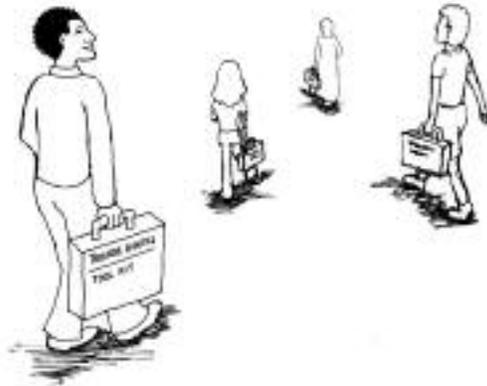
For a definition of gender analysis, go to the Toolkit, section 3.1.

As a starting point, you may wonder what we mean by **"gender"** and **"gender analysis"**. In order to become more familiar with these concepts, we recommend that you read the Toolkit. Other terms such as "gender-based analysis" or "gender-based approach" are also used in the Toolkit and mean the same thing as "gender analysis". Gender analysis may seem like an abstract concept, which is why Appendix A has concrete examples of daily life situations that involve gender dynamics. These scenarios describe, for example, how family members' roles can change when they move to Canada. They will help you make connections between theory and practice, and develop your own gender analysis. Learning about gender analysis takes time. It is a process. You can therefore work at your own pace.

Whether or not you read the Toolkit before starting to use the Handbook, the Toolkit can be a reference document for you while you use the Handbook and start working towards gender justice in your organization.

*"As I am going through a separation I think it would have been good for some programs to help my husband work through the cultural differences and expectations. I was still expected to be at home, clean, make meals and raise our children. The community did try and help but my husband needed others (mainstream Canadians) to help him too."*

A SERVICE USER



### A FLEXIBLE TOOL

There is no formula for applying a gender-based approach to working with newcomers, including refugee claimants, refugees, immigrants and people without a formal status in Canada. As previously mentioned, working towards gender justice is a process and the important thing is that the organization as a collective body moves forward. This handbook is designed to give you flexibility in your gender justice work.

While you are working with the Handbook, keep in mind that:

- We all are in a learning process and we need to help each other.
- If you want to initiate gender justice work within your organization, you don't have to be an expert on gender or know all the answers.
- Your organization needs to integrate the commitment to gender justice into its work in a way that fits. Solutions that come from within the organization will probably work better than solutions that come from the outside.
- It is more important that your organization as a whole moves forward slowly rather than rushing ahead with changes that are not supported by the majority.
- Gender roles often change after a person or a family arrives in Canada and these changes affect relationships between women and men, as well as girls and boys.
- Changes in gender roles can empower some family members, with various possible repercussions for family relationships. In some cases, it can lead to a decrease in pre-existing domestic violence and in others, it can create new tensions that may lead to violence (see section on domestic violence on page 1.8).
- Looking at the process of migration and settlement with a "gender lens" may help improve programs, services and policies.

## The Handbook in a Snapshot

### INTERSECTIONS

The Handbook and Toolkit were developed with an understanding that different forms of oppression intersect and create different experiences of the migration and settlement process. Power in relationships also plays a special role in shaping newcomer experiences. Social and individual power relationships are affected by sex, gender, race, ability, sexual orientation, immigration status, level of income, age, faith and nationality, among many other things.

Women are the majority of workers in the immigrant and refugee serving sector. Many heads of organizations in the sector are women, including women from refugee and immigrant backgrounds or from racialized communities. This may be because work in this sector is an extension of the traditional role of women as caregivers. As you start doing gender work, this is an interesting point to think about critically. Some also believe that because of its high number of women workers, the sector has great potential for embracing a gender-based approach. However, in order to succeed, a gender-based approach to settlement work needs to involve everyone, including men. In addition, although women in general participate in this sector in great numbers, some sub-groups of women are under represented in this sector, such as women with disabilities or transgendered women. A good gender analysis therefore needs to take into account other aspects of people's lives that affect their gendered social roles.

For a definition of transgender, go to the Toolkit, section 8.3.

For more information about intersections, see Toolkit p. 6.1, 6.6 and 8.2.

### FIRST STEP: FORMING A WORKGROUP

When you start working on gender justice within your organization, you may find it useful as a first step to form a **"gender workgroup"**. This is a group of people who are interested in supporting the idea of working on gender justice in your organization. It can be as small as two people to start with. These people do not need to know all the answers about gender issues. As the project develops, you can build this team to develop both expertise and commitment to the project. For example, if you are working on aspects relating to governance, you need the involvement of the Board. If dealing with direct services, you need the direct service providers to be part of the group and you may consider involving services users. You may add a few more members as people start getting interested in the project.

You may discuss with people who are interested in forming a gender workgroup whether you would like to form a group for women only or a mixed group. This is a difficult question and it depends on how comfortable people at your organization are in sharing thoughts with people who have a different gender. There is no "one size fits all" solution to this question. If the preference is for a mixed group, you may still consider organizing women-only activities so that women who feel more comfortable in this kind of setting have an opportunity to express themselves freely. If you have a women-only group, it is important to make sure you think about how men can be engaged, since achieving gender justice necessarily involves men as much as women.

The workgroup should also build in relevant consultation along the way, with whomever has important input or perspectives not represented on the workgroup. For example, if you are working on human resources but it is not feasible for the Human Resources Manager to be on the workgroup, make sure that you plan for appropriate consultation with this person.

## The Handbook in a Snapshot

### POSSIBLE RESISTANCE

You should expect that there will be resistance to doing gender justice work in your organization. This is normal because some of your staff or Board members may not be familiar with this kind of work. They may not know how to integrate this into their daily work and it may cause them some stress. People may also experience fear of the unknown, for example when discussing gender and sexual orientation. Things may seem complicated and overwhelming at the beginning but can become easier in the process. People may feel that this is a project from the outside that is imposed on them. They may feel that they do not own the project. This is a gradual process. The workgroup should discuss strategies that will help people gradually become comfortable with this kind of work. For example, you can use external facilitators who have specialized knowledge about gender justice to introduce staff and/or Board to these issues. Note that the same kind of resistance may arise if you organize activities with service users.

See examples of further resources in Appendix B.

*“Not everyone is comfortable discussing gender issues. The organization should inform participants ahead of time about the topic and allow those who are not comfortable to leave. In my country there is a saying that goes like this: “We do not close the church if one person does not like it.” If some people are not comfortable we still should make opportunities for learning for the rest of us.”*

A SERVICE USER

### WHERE TO START

The following sections, described in the diagram on page 1.9, will help you apply a gender-based approach to different areas of your organization: governance, management and direct services. You can work on each section independently. You can use only part of each section and supplement it with what you find relevant to your organization. Ideally, you would work on all sections of the Handbook, at your own pace. However, this may keep you busy for some time so it is important to take things one step at a time. You can discuss with your gender workgroup what your priorities are and where you would like to start.

### MAIN STEPS

1. Form a workgroup (see page 1.5).
2. Choose one of the following sections: governance, management or direct services.
3. Read the chosen section and select the subsection(s) you want to focus on.
4. Hold a half-day meeting to conduct the general self-assessment (see next page).
5. Follow the action plan and adapt it to your organization.
6. Evaluate the process and consider next steps.

## The Handbook in a Snapshot

### SELF-ASSESSMENT

We encourage you to engage in a general self-assessment process with the workgroup before starting to use the Handbook. Discussions will help deepen the understanding of power relationships within the organization and more generally within society. Your first workgroup meeting could therefore be focused on self-assessment. Choose a facilitator and a person to take notes. We suggest you choose 3 questions among the following and discuss them in depth. The notetaker can write down areas where there is a consensus and issues about which people disagree. These notes will be useful for the next steps.

You may choose questions in each of the following sections or in only one section.

- a. General questions about the organization:
  - Do the constitution/mission statement and goals of our organization include a statement related to gender analysis, gender equity or gender justice?
  - How does our organization define gender analysis and gender justice, and how do our structure, policies and practices reflect this definition?
  - Do we anticipate resistance or challenges in applying a gender-based analysis within our organization? If so, why?
  - Who has access to our services? Who is excluded from our services. (e.g. elderly women who don't speak English or French, young girls who stay at home to take care of siblings, etc.)?
- b. Exploring power relationships within our organization:
  - Within our organization, who has power? Who makes decisions? e.g. Is it only or mostly men? Is it only or mostly white people? Is it only or mostly heterosexuals? Is it only or mostly people who are higher up in the hierarchy of the organization?
  - How do power relations affect individuals' relationships with each other?
  - How do power relations affect the organization's decision-making process?
  - Are there opportunities to transform unequal relationships?
- c. Reviewing our knowledge and biases:
  - Are there activities or spaces where people can identify their own biases?
  - What assumptions are we making about people's realities and needs? For example, do we have a set idea about how relationships between a woman and a man should be?
  - What do we know about the past and present social discriminations against women and lesbian, gay, bisexual, transsexual, transgendered, queer and intersexed (LGBTQQ) persons?
  - What do we know about past and present social discriminations against racialized communities?
  - What concrete actions do we take to ensure that our work supports equity?
- d. Assessing where we are with gender-based analysis:
  - What are the gender issues in our organization?
  - Who says gender is an issue in our organization? How significant is their voice in the decision-making process?
  - What factors influence this issue?

See the Pathways to Gender Justice Toolkit: "Key Recommendations for Immigrant and Refugee Serving Agencies" (page 7.1).

## Domestic Violence – An Important Gender Issue

Before you start working on any aspect of your organization, it is important that you become familiar with one particular gender issue: domestic violence.

Domestic violence is a very important issue for the settlement sector and for Canadian society as a whole. While developing this Handbook, many organizations and settlement workers expressed the need to find ways to respond to the needs of newcomer women facing violence. This Handbook focuses on organizational change and therefore does not offer training on specific issues. As domestic violence is a complex and delicate issue, we highly recommend training for staff, Board members and volunteers on how to respond to domestic violence. In working with newcomers, it is also important to gain knowledge about other forms of gender related violence, such as sexual violence and violence against women and children in armed conflict. You can consult Appendix B for examples of further resources on this topic or look for resources in your community.

Different terms are used to talk about violence in relationships: “domestic violence” refers to violence within the home; “family violence” refers to violence between family members; “violence in intimate relationships” includes dating relationships (heterosexual and homosexual), i.e. not just within the home; “woman abuse” and “violence against women” are terms that refer to the broader social reality of women disproportionately suffering from numerous kinds of violence in our society compared to men. This does not mean that men do not face situations of violence. Boys, for example, may suffer physical abuse within a family, sometimes because they do not conform to expected gender roles. In all cases, violence in relationships involves an imbalance in power between the people involved. It is not only physical abuse but also includes verbal, emotional, sexual and financial abuse: for example, one member of the family controls the budget and uses it as a way to control other members. For the purpose of this Handbook, we use the term domestic violence, keeping in mind that this is not the only type of violence that newcomers, and women in particular, face.

Domestic violence is a problem in Canada. It can affect women from every background, not specifically newcomer communities. Although Canadian law offers protections from domestic violence, there are many barriers in accessing protection. Domestic violence involves different forms of oppression that intersect and affect access to protection. For example, a non-status woman from a racialized community who has very limited financial resources will be further marginalized by abuse from her partner, while a wealthy woman who is a Canadian citizen has easier access to resources and help.

It is also important to bear in mind that the immigration and settlement process can affect family dynamics. Workers need to be aware of service users as members of a family, and of the possibility of changes in family dynamics leading to an escalation of violence. In many cases, the settlement process contributes to a welcome empowerment of women and girls: this may strengthen family dynamics, but if men in the family feel threatened, it may lead to violence. Workers need to support empowerment in ways that make family dynamics healthier, for example by involving male family members in the process.

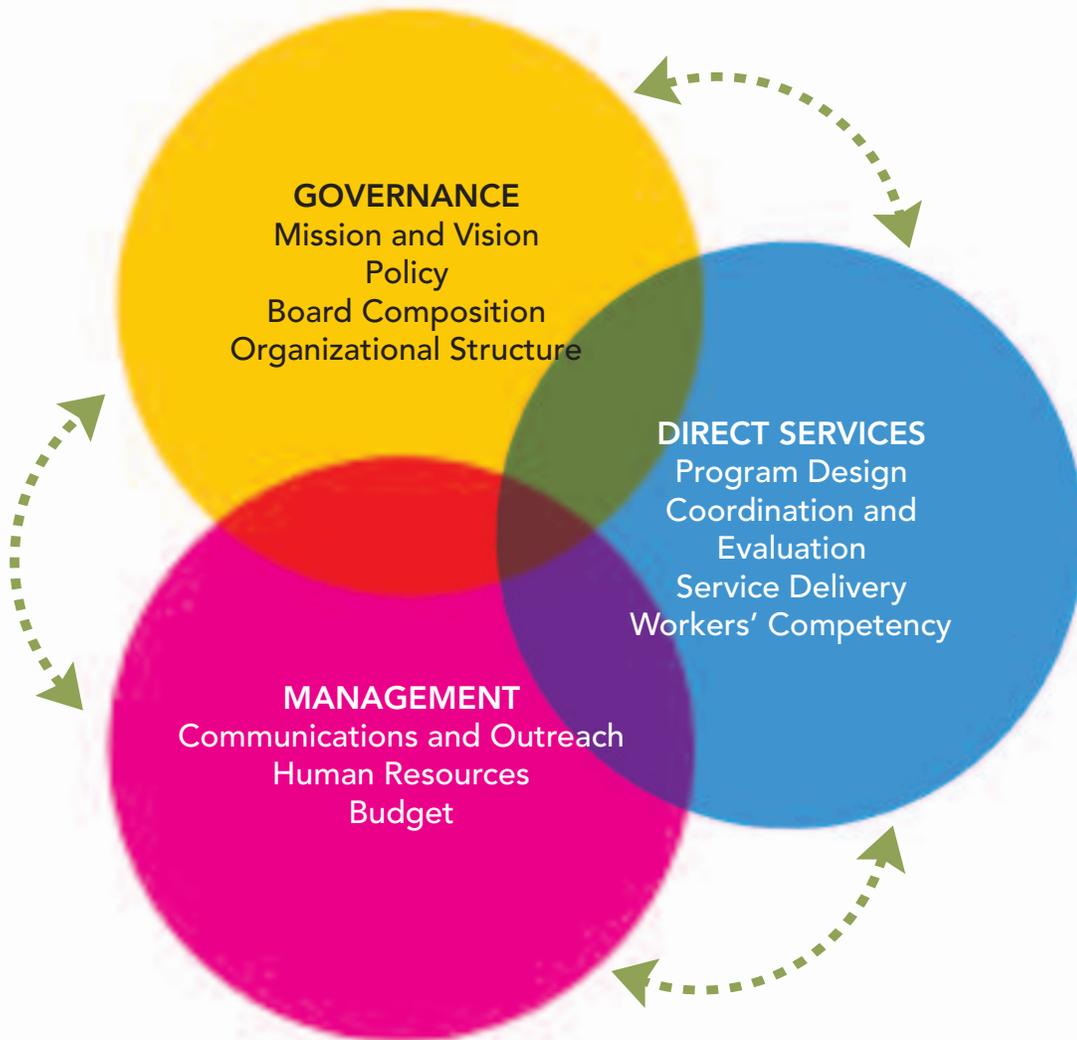
We strongly recommend that service providers develop expertise in dealing effectively with domestic violence, by training, brainstorming with staff and community members and networking with organization specialized in these issues. Organizations should also develop guidelines on what to do if a worker suspects that a service user suffers from domestic violence.

Some suggestions for possible approaches include involving elders in the community and offering support that takes into account women’s background rather than looking for a standard solution. We want to emphasize that there is no “one size fits all” solution to domestic violence.

## AREAS TO WORK ON

The Handbook is designed to help you work on gender justice in specific areas of your organization. It is divided in three main areas to work on: governance, management and direct services. You

may choose the area that is most relevant to your organization's situation and start from there. Eventually, it will be helpful for you to work on all areas.



## INTRODUCTION

In applying a gender-based approach to governance, one possible first step is to start working with Board members. This will help lay the ground for possible changes to the mission statement or developing a gender policy. When leaders at the governance level take the initiative of applying a gender-based approach to the organization's work, it helps multiply the number of allies in the transformation process.

The level of gender awareness varies from one Board to another. The first step for the workgroup should be to discuss how to introduce the question and secure allies on the Board. To work at the governance level, it is very important to have the Board's agreement. This is why it is absolutely essential to have at least one Board member as part of the workgroup. If your Board is already engaged in gender justice, it may be easier, but in any case, we suggest as a first step to organize a session to present the project.

You can organize a session with the workgroup and the Board to introduce the Pathways to Gender Justice Project. If the Board has time constraints, you can use other means of communication or meet with only a few Board members who are available. If on the other hand the Board is very enthusiastic about this project, it can strike a gender committee or delegate one Board member to participate in the Gender workgroup. The objective of this session is to explain, with concrete examples, how a gender-based approach could be useful to the organization's work. You can use the following proposed agenda.

## PROPOSED AGENDA

### a. Introduction

Present the importance of gender justice in working with newcomers and the need for some transformation at the organizational level to achieve gender justice. Include some concrete examples from the organization's experience to illustrate the implications of gender justice/injustice.

### b. Scenarios

Depending on the size of the group, you can separate in subgroups and ask each subgroup to work on one of the scenarios presented in Appendix A or on pages 2.1-2.3 and 5.1-5.4 of the Toolkit.

### c. Summary of subgroup discussions

Return to the whole group and present comments and reactions from small group discussions.

### d. Whole group discussion

Discuss the potential advantages of integrating a gender-based approach to the organization.

### e. Decision about undertaking the project

If the Board agrees to continue working on integrating a gender-based approach to governance, the next step could be to improve the organization's mission and vision statements.

You may not be able to go through all of these steps in one meeting and you may find it useful to spend time better understanding what a gender-based approach is. This is fine. You shouldn't feel pressured to rush through the Handbook.

## Mission and Vision

### QUESTIONS TO CONSIDER

The workgroup may organize a session to undertake the assessment of the organization's mission and vision. The following proposed agenda includes suggested questions to help guide discussions.

### PROPOSED AGENDA

#### Discussion on current mission and vision statements:

Start from your mission statement and vision statement, if you have them. Reflect on how they could/should be developed to better reflect gender concerns. You can use the following questions for brainstorming

- What is our mission?
- How does gender inform/affect our mission?
- Does our current mission statement adequately reflect the role of gender relations?
- Whose needs are not being addressed?
- Who is excluded?
- Do the organization's actions lead to greater/lesser/the same levels of equity? In the short term? In the long term?

To be effective, the gender aspect should be integrated by connecting it with the fundamental mission of the organization, rather than having it as a disconnected add-on. For example, does the mission speak of justice? Consider how to integrate the question of gender justice to this idea. Does it speak of serving the most vulnerable? Consider how unhealthy gender relations contribute to making some people vulnerable.

#### Possible resistance within organizations:

Some may ask: Why name certain groups specifically when trying to apply a gender-based analysis to our mission and vision statements? More specifically, some may ask:

- It is not our mandate to serve these types of service users (e.g. lesbian, gay, bisexual, transsexual, transgendered, queer and intersex (LGBTQQI) people) so why do we need to name them?;
- Our mission statement covers everybody (e.g. "all newcomers") so why do we have to be specific?
- In organizations working in French, there could be resistance to feminizing vocabulary such as writing "réfugiées et réfugiés" for example.

*"I escaped to Canada, because of government torture and persecution on the one hand and violence at the hands of my battering husband on the other. I appreciate freedom and equality for women here. However, I feel that Canadian society is going a wrong way in term of women's dignity. There are newspapers, radio, TV shows and even pieces in mainstream media related to women that do not respect them. Sometimes the main theme is about what methods women can use to attract men and have good sexual relationships with them. I have hardly found good pieces on women's rights, on our contribution to human thinking and on women's meaningful love for life."*

A SERVICE USER

## Mission and Vision

### ACTION PLAN

#### INTEGRATING GENDER IN THE MISSION OR VISION STATEMENT

Some organizations have a vision statement as well a mission statement. You may want to consider working only on the vision statement instead of working on both. Some organizations might be reluctant to change the mission statement because it is very short and they prefer it that way. A vision statement may give another opportunity to spell out a commitment to gender justice. If the Board decides to integrate gender in its mission or vision statement, Board members may want to prepare a plan.

Here are some proposed steps:

- a. The workgroup can prepare a draft revised mission or vision statement that considers gender as it relates to other forms of oppression, such as racism, homophobia, etc.
- b. Post a large copy of the draft revised document in the staff room, and ask staff and volunteers to share their feedback by using “sticky notes”.
- c. Hold a meeting with the Board to get feedback and agree on a proposed new wording.
- d. Have the proposed changes adopted by the appropriate body (depends on the organization).
- e. Once the new mission or vision statement is adopted, you can create information documents, conduct awareness-raising activities or hold training sessions with staff and volunteers.

For definitions, see the Toolkit p. 8.1 - 8.3.

Consider the following points while preparing your plan.

- Changing the wording of the mission implies deeper changes than just words.
- Raising awareness within your organization: knowing about gender can improve services and overall efficiency of your work. You can provide examples of situations your organization faced that involved gender. You can also use scenarios included in Appendix A or pages 2.1-2.3 and 5.1-5.4 of the Toolkit.
- An organization may have a mission statement that mentions in general terms that it works with newcomers and aims at helping them settle. However, people in the sector know that newcomers’ experiences are very different in terms of where they come from, why they came and how they integrate in a new society. An important aspect of newcomers’ reality is shaped by:
  - > the intersection of different identity characteristics (such as being a racialized woman);
  - > the impact of the migration experience (such as being a refugee woman who experienced war-related violence);
  - > unequal and shifting power relations (e.g. in a family where the father was the main source of family income back home, the mother becomes the main source of family income in Canada).
  - > prejudices and stereotypes about newcomers (e.g. that men from some cultures abuse their wives, that women from some cultures – or who wear a headscarf – are oppressed).

For more information about intersections, see Toolkit, p. 6.1- 6.6 and p. 8.2.

You can try to reflect these realities in the mission and vision statements of your organization.

# Mission and Vision

### REFERENCES AND EXAMPLES

#### Example of a governmental organization's vision statement

##### **CANADIAN INTERNATIONAL DEVELOPMENT AGENCY (CIDA)**

*A Vision for the 21<sup>st</sup> Century*  
*Gender equality contributes substantially to improving the well being of women, men, girls and boys in our partner countries, which is at the heart of CIDA's mission. Although important progress has been made in recent years toward achieving gender equality, much remains to be done. Entering the 21<sup>st</sup> century, CIDA remains committed to creating, with our partners, a better world for all—a world where inequality on any grounds, be it gender, class, race or ethnicity, is finally overcome. CIDA's gender equality policy is one tool to make this vision a reality.*  
 (see <http://www.acdi-cida.gc.ca/index.htm>)

#### Example of a settlement organization's mission statement

##### **MENNONITE NEW LIFE CENTRE** **"Walking together with newcomers"**

#### **Identity Statement**

As a community-based settlement agency, the Mennonite New Life Centre is a place of welcome, friendship and community, where newcomers and neighbours gather to support each other, learn from each other, and take action together for a more just and compassionate society.

#### **Vision Statement**

The Mennonite New Life Centre envisions a society in which all people from diverse cultural and religious backgrounds participate fully in all aspects of Canadian life. We will model an approach that brings together community engagement and community services, working together with newcomers to reduce insecurity and reach integration, strengthen voices and increase social equality.

#### **Mission Statement**

The Mennonite New Life Centre's mission is to facilitate newcomer settlement and integration through holistic services and community engagement, carried out within a gender justice and anti-oppression framework.

#### **Objectives**

1. To assist newcomers to meet integration needs, form social networks, voice priorities and shape their environment through effective advocacy and community organizing.
2. To provide caring and professional settlement services that address short and long term needs and aspirations for newcomers.
3. To deliver high quality language instruction, employment and child minding services, that support newcomers to fulfill goals and contribute skills to Canada.
4. To offer emotional support to newcomers struggling with different kinds of stress or trauma, and to promote resilience, strength and well-being at the individual and community level.

#### **Commitment to Anti-Oppression**

The Mennonite New Life Centre recognizes that each migration and settlement experience is unique and influenced by intersecting oppressions. In our services and advocacy, we will acknowledge and challenge barriers and discrimination faced on grounds including ethnicity, race/colour, religion/creed, political opinion, country of origin, citizenship/immigration status, age, gender, sexual orientation, socio-economic class, family status, type of housing, neighbourhood of residence, language, and ability. We advocate at the individual and the systemic level.

#### **Values**

- Respect
- Community Building
- Participation and Voice
- Equity and Integration
- Peace with Social Justice

(see <http://www.mnlct.org/>)

### Mission and Vision

#### Examples of women's organizations' mission statements

##### **DAWN-RAFH Canada**

DAWN-RAFH Canada's mission is to end the poverty, isolation, discrimination and violence experienced by women with disabilities. We are working to ensure we get the services and supports we need, have access to opportunities that non-disabled people take for granted, and have freedom of choice in all aspects of our lives.  
[www.dawncanada.net/ENG/ENGnational.htm#mission](http://www.dawncanada.net/ENG/ENGnational.htm#mission)

##### **Immigrant Women Services Ottawa**

Immigrant Women Services Ottawa (IWSO) exists to empower women – women of colour, refugee women, black women – and their families in the City of Ottawa and the surrounding area to achieve their full potential, become productive members of society and participate in the elimination of all forms of abuse against women.  
[www.immigrantwomenservices.com/about.htm#mission](http://www.immigrantwomenservices.com/about.htm#mission)

##### **Fédération des femmes du Québec**

(Quebec Women's Federation)  
The Fédération des femmes du Québec (FFQ) is an autonomous feminist organization that works in solidarity and partnership with other groups for the transformation of gender relations in all areas of human activity to foster women's full independence and obtain genuine recognition of all the contributions women make to society.  
[www.ffq.qc.ca/](http://www.ffq.qc.ca/) (website in French only)

**Next Steps?** You may evaluate your work on this section of the Handbook and proceed to work on a new section.

## Policy

### QUESTIONS TO CONSIDER

### ACTION PLAN

See also policy related scenario on p. 5.1 of the Toolkit.

You may organize a session with the workgroup to undertake the assessment of the organization's policies. You can use the following questions for this session:

- Does your organization have a gender policy?
- List all policies of your organization.
- Do these policies take women's realities into consideration?
- Do these policies (including the gender policy if your organization has one) take into consideration different forms of oppression, such as oppression based on race, ability, sexual orientation, faith, etc?
- Who in your organization would be interested in participating in developing a gender policy (think about people at all levels of the organization)?

Your organization can develop a general policy that integrates gender justice in an intersectional manner, to be applied to all areas and activities of the organization. You are the best judges of what your organization requires and which intersections are important to address in the immediate future. As with any policy, it will need to be reviewed regularly in the future and evolve with the organization (see next page for an example of a commitment statement about policy monitoring).

For more information about intersections, see Toolkit p. 6.1 - 6.6 and p. 8.2.

Steps we suggest to take:

- a. Make sure you consult with relevant people within the organization to get their input on areas that they address – e.g. the Human Resources Manager about Human Resources policies.
- b. Look at other organizations' gender policies and anti-oppression policies (see the following page).
- c. Review your organization's policies to identify gaps and potential conflicts with gender justice principles.
- d. Draft a gender justice policy that can be applied to different areas of your organization (internal, such as human resources, and external, such as communications).
- e. Introduce an intersectional perspective to your organization's gender justice policy, mentioning how different forms of oppression connect.
- f. Designate a person to be responsible for follow-up of the gender policy's implementation. It may work best if this responsibility rotates between different staff members.
- g. Organize mandatory training sessions on gender-based analysis, gender justice and anti-oppression for the Board, staff and volunteers.

*“There are plenty of agencies serving refugees and immigrants. (...) The major problem is lack of attention to some groups that need services more than others: non-status women in limbo, mothers with small babies, pregnant women, women who have problems with their children and women who suffer due to domestic violence. Some organizations do not pay adequate attention to cultural and gender sensitivities.”*

A SERVICE USER

### Policy

#### REFERENCES AND EXAMPLES

**Canadian Council for Refugees Anti-  
Oppression Policy** (also available in French)  
[www.ccrweb.ca/documents/aopolicy.htm](http://www.ccrweb.ca/documents/aopolicy.htm)

**Primate's World Relief and Development  
Fund's gender policy**  
[www.pwrdf.org/fileadmin/fe/files/who\\_policy\\_gender.pdf](http://www.pwrdf.org/fileadmin/fe/files/who_policy_gender.pdf)

**Canadian International Development  
Agency's gender equality policy** (also  
available in French, Spanish and Portuguese)  
[www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/EMA-218123616-NN9#pdf](http://www.acdi-cida.gc.ca/CIDAWEB/acdicida.nsf/En/EMA-218123616-NN9#pdf)

**COSTI's Commitment to Equity**  
<http://www.costi.org/whoweare/equity.php>

#### **Ontario Council of Agencies Serving Immigrants (OCASI)**

This organization provides a good example of a commitment to monitor policy implementation.

The membership of the Ontario Council of Agencies Serving Immigrants (OCASI) adopted an Anti-Racism Policy in 1999. The policy document is composed of various sections: preamble, definitions, governance, advocacy and anti-racism education, employment, communications and monitoring.

Adapted from its "Monitoring" section, the following policy application monitoring process can be used as a template for your agency:

One year after the adoption of this policy and thereafter every two years, (agency name) will evaluate the effectiveness of this policy in ensuring that (agency name) is a gender competent organization. The Board of directors is accountable to the employees, membership, volunteers and contractors and responsible for ensuring the evaluation process takes place.

**Next Steps?** You may evaluate your work on this section of the Handbook and proceed to work on a new section.

## Board Composition

### QUESTIONS TO CONSIDER

You can organize a session with the workgroup and the Board to assess Board composition. The following proposed agenda, which includes suggested questions, may help guide discussions.

#### Proposed Self-Assessment Agenda

- a. Presentation of the purpose of the session: looking at Board composition, conducting a self-assessment and ensuring that a diversity of perspectives are voiced at Board meetings. One challenge is to have a diversity of representation on the Board **as well as** to obtain a commitment from Board members to be conscious of other viewpoints that are not around the table.
- b. Examining the Board composition:
  - Look at the demographic composition of the Board: How many men, how many women sit around the table? How many immigrants, refugees and people from racialized communities? Does the Board include people from different faiths, people with disabilities, people with different immigration statuses?
  - Which issues or interests are voiced on the Board? Which issues or interests are not?
- c. Ensuring that different viewpoints are heard:
  - How does the Board ensure that it considers perspectives not represented on the Board?
  - How does the Board avoid tokenism (i.e. having people on the Board just because of the 'identity' or 'community' they are supposed to represent)? Having women on the Board does not necessarily imply that gender issues are taken care of.
- d. Pursuing a path to gender justice:
  - Who on the Board is using a gender-based approach or is interested in building gender justice? Who on the Board is interested in acquiring more knowledge on gender issues?

*"Women feel responsible for passing on cultural and family values to their children. This is often challenging in the new context, where children acculturate rapidly due to their daily immersion in the new culture at school and sometimes rebel against their parents' cultural values in their effort to fit in."*

FOCUS GROUP WITH SERVICE USERS

### ACTION PLAN

#### 1. FOLLOW-UP MEETING

You may plan a follow-up meeting with the workgroup only. The meeting's agenda may include some of the following items:

#### Proposed Follow-up Meeting Agenda

- a. Summary of self-assessment
- b. Strengths of the Board:
  - In which areas is the Board succeeding in having different views heard and addressed?*
- c. Areas to work on:
  - What gaps need to be filled in terms of representing a diversity of perspectives?*
- d. Develop a work plan:
 

The workgroup can develop a work plan for integrating gender justice at the Board level. Once it is developed, the plan can be presented to the Board. This plan may include points to work on in the following areas: Board agenda, meeting procedures, committee composition and Board member recruitment; mission and vision; policies; organizational structure (these points are detailed in other parts of the Handbook). Think about ways of integrating an intersectional approach in this work plan, such as making connections between gender and race.

For more information about intersections, see Toolkit p. 6.1 - 6.6 and p. 8.2.

## Board Composition

### ACTION PLAN (continued)

#### 2. RECRUITMENT STRATEGY

If you consider your Board needs to broaden its representation, you can develop a recruitment strategy and identify potential allies in your community that you could approach to recruit potential members (e.g. LGBTTQI groups, faith communities, etc.).

Note that when examining Board composition from a gendered perspective, many organizations aim for “gender parity”, which means having the same number of women and men on the Board. That may be extremely important in some situations, but probably not enough in most. It may be a significant shortcoming if, for example, women make up half the Board but none of them believes that gender justice is important. As well, an organization’s Board should recognize the diversity of gendered identities, including transgendered and intersexed people, and make significant efforts to include them in its composition.

#### Suggestions:

- You can actively recruit Board members in a way that ensures gender balance and gender inclusiveness, as well as other forms of diversity.
- From an intersectional perspective, a Board can aim to be as diverse as possible in terms of other identity characteristics or political interests that intersect with gender, such as race, sexual orientation, faith, ability, immigration status, etc., in order to be sensitive to gender issues as they affect newcomer communities or sub-communities differently.
- You can consider recruiting Board members not only based on personal identity, but also on experience, contribution and dedication. This could be built into your outreach work targeting the diverse communities you serve.

#### 3. ELECTION OF BOARD MEMBERS:

You can explicitly encourage nominations that allow the organization to have a gender-balanced, diverse and competent representation. This proactive encouragement can be incorporated in nominations and elections procedures. You may also add your own strategies in this area. After all, you are the best placed to know what your Board needs.

#### 4. TRAINING OF BOARD MEMBERS:

We suggest that you organize training sessions about gender justice and intersectional gender analysis for the Board. You may discuss training needs and agree on a training plan to increase Board competency. You may want to plan a training session for Board members using the Toolkit or any other relevant materials. You can use an outside facilitator for this session.

#### 5. BOARD FUNCTIONING:

We suggest that you examine the way Board meetings are conducted, and consider whether it allows for all viewpoints to be heard. There may be changes that will help ensure that all voices carry weight. For example, the Board Chair can ensure that there is a moment during Board meetings when Board members who have not spoken yet are invited to express themselves if they wish to.

**Next Steps?** You may evaluate your work on this section of the Handbook and proceed to work on a new section.

## Organizational Structure

### QUESTIONS TO CONSIDER

In this section, organizational structure refers broadly to how staff members as well as different parts of the organization relate to each other. It covers power dynamics that may emerge between staff members based on personal characteristics and position within the organization. It also explores how the relationship between the different parts of the organization can impact the success of gender justice initiatives.

To reflect on these topics you may organize a session with the workgroup to assess your organizational structure. You may use the following questions for discussion purposes. We suggest you choose 3 questions (one in each category or three in the same one for example) and discuss them in depth.

#### a. Staff:

- How balanced is the composition of management and staff in terms of gender, race, etc.? (E.g. are all managers white men and all direct service workers racialized women?)
- Are there people at your organization who identify differently than as a “man” or a “woman” (as “intersexed” or “transgendered” people for example)? If there are, did they express any specific needs?
- Did any staff members mention that they were using a gender-based approach in their work or were interested in building gender justice? If they did, at what level of the organization are these staff members working? If there is more than one, did they ever discuss their shared interest?
- Did anyone in the organization raise issues related to gender in the past? If so, at what level of the organization? After they were raised, were these issues ever addressed? If so, how?

#### b. Issues of power:

- Who has power in your organization?
- How are decisions made?
- Are your service users represented in the decision-making process and policy development? How do you make sure their needs are addressed? Does your organization ask service users for feedback regarding services offered? Do you hear back mostly from a particular gender group?
- Are women represented in the decision-making process? Are LGBTTQI people represented?
- Are racialized people represented? Are people with low-income represented?
- Are people with disabilities represented? Are people from different faiths represented?

#### c. Structure

- How are the different parts of the organization oriented towards a gender-based response or fulfillment of your mandate?
- Do the different components of the organization interact in such a way that the organization has a positive impact from a gendered perspective? For example, if the staff of the housing program asks for resources to better address the challenges faced by refugee women in accessing housing, will the management team understand that the investment (in training and staff time) can result in more gender competent services?
- At a horizontal level (e.g. program units vs. fundraising team vs. outreach substructure), do the different units share a gender justice perspective? For example, in an organization, direct services may be designed in a gender sensitive way, but the fundraising team may be working without any awareness of gender issues.

For more information about gender and power relationships, see the Toolkit p. 4.1.

## Organizational Structure

### ACTION PLAN

You can now work on developing an action plan focused on trying to redress some of the gender problems that you previously identified. For example, you may want to develop new team structures where representatives of each level of the organization work together, revisit parts of the organization's structure or provide training to specific groups within the organization.

Steps we suggest taking to develop an action plan:

- a. Make sure you consult the relevant people within the organization to get their input – e.g. program managers and staff.
- b. Review your organization's structure: Do the different components address gender issues? How do they interact together? Can you identify gaps and potential conflicts with gender justice principles?
- c. Organize a brainstorming session with managers and staff to discuss possible changes to the organization's structure.
- d. Examine training possibilities on gender justice and anti-oppression principles for people at all levels of the organization (Board, management, staff and volunteers).
- e. When you have identified what changes are needed, present your action plan to the Board.

**Next Steps?** You may evaluate your work on this section of the Handbook and proceed to work on a new section.

This section provides suggestions on how to apply a gender analysis at management level. Management can take different forms depending on the size of the organization: larger organizations have management teams and smaller ones may be managed by a single person. This section can be adapted to these different realities. The following subsections

(communications and outreach, human resources and budget) may be managed in an organization by the same person or by different people. It is important to consult with the person in charge of every subsection's topic to make sure that gender justice work is done efficiently and constructively.

## Communications and Outreach

### QUESTIONS TO CONSIDER

You may organize a session with the workgroup to assess Communications and Outreach at your organization. You may start by reviewing your organization's communications and outreach activities. Communications refer to all activities by which your organization speaks, including the website, newsletters, posters, bulletin board notices, activities aimed at doing outreach to potential service users, awareness raising in the community and media interaction.

Once you have listed your communications and outreach activities, you can ask the following questions:

- Does your organization have an explicit policy related to gender issues in its communications and outreach strategies?
- How does gender shape your communications and outreach strategies?
- Who is included in your communications and outreach strategies? Who is excluded?
- Do you need more information about excluded groups to reach out to them?
- Do your communications and outreach materials reflect the people you serve?
- Does the organization work to transform gender relations through communications and outreach?
- Do the organization's communications lead to greater/lesser/same level of gender equity? In the short term? In the long term?

*"The service providers need to more actively promote their programs and services so that newcomers can be aware of resources and information they can benefit from."*

A SERVICE USER

## Communications and Outreach

### ACTION PLAN

You can organize a focus group with service users and other people that you have identified as not usually accessing your services (e.g. elder women who don't speak English or French).

You may present communications and outreach materials to the focus group and get their feedback. You may ask them for suggestions on what would attract them to an organization like yours and on how they would like to see their reality reflected in the organization's communications materials.

You can also organize a session with staff, volunteers and partner organizations to get their feedback on your communications and outreach materials, from an intersectional gender perspective.

After these focus groups and sessions, you can start developing a gender-based approach to communications and outreach. You can keep in mind the following ideas:

- You may re-draft your communications and outreach materials to reflect the diversity of newcomers that your organization serves (in terms of gender, race, ability, etc.).
- You may develop further strategies to be more inclusive of people who experience challenges in accessing services and programs:
  - LGBTTOI persons
  - persons with disabilities
  - fathers needing childcare
  - women and girls busy with caregiving at home
  - seniors without enough information about available services
  - people who don't speak English or French
- You may consider providing accommodation services (e.g. childcare) that are not based on stereotypical gender roles.
- You can put up posters and signs to welcome everyone and signal that the organization is committed to challenging all forms of oppression, including gender-based oppression.

For more information about intersections, see Toolkit p. 6.1 - 6.6 and p. 8.2

See scenarios in Appendix A and on p. 2.1 - 2.3 and p. 5.1 - 5.4 of the Toolkit

## Communications and Outreach

### REFERENCES AND EXAMPLES

#### Example of a communication policy:

The Anti-Racism Policy of Ontario Council of Agencies Serving Immigrants (OCASI) has a “Communications” section. Adapted from this section, we suggest the following policy as a template for your agency:

#### Communications:

In keeping with (agency name)’s commitment to gender-based analysis and gender justice, the following guidelines will apply to all areas of communication:

- All communications, both external and internal, will be consistent with and promote (agency name)’s gender-based analysis and gender justice policies.
- (agency name)’s commitment to gender-based analysis and gender justice will be reflected in all public communications.
- (agency name) will, in all its publications, policies and communications with members, other service providers, all levels of government, funders and the general public, use language and images which are inclusive to all gender identities and sexes, and appropriate to overcome gender-based bias and promote gender justice.

#### Example of an outreach flyer

Access Alliance Multicultural Health and Community Services’ Settlement Services  
ALL SERVICES ARE FREE.

Access Alliance welcomes Lesbian, Gay, Bisexual, Trans, and Queer (LGBTQ) newcomers.

Services available in Bengali, Farsi, Portuguese, Spanish, Tagalog and Tamil.

We can also provide services in over 60 other languages through the use of professional interpreters.

For more information, please call  
(555) 555-5555.

#### Example of further questions to consider in developing an outreach strategy focused on women and diversity

Excerpt from *Gender Equality Lens: Promoting Equality & inclusion for the Full Diversity of Women in the City of Ottawa*, City for All Women Initiative, City of Ottawa, 2008 (p. 22):

- Given differences and inequalities between women and men, are specific communication strategies needed to ensure that both are reached?
- Are those designing the communications representative of the groups of women and men in your target audience? If not, how can you include them in your decision-making (i.e. reference group, meaningful consultation, work with community partners)?
- Are specific strategies needed to reach women in equity-seeking groups (i.e. using minority language radio programs and print press; organizations and programs that work with women in a given population)?
- Is the language and medium gender-sensitive and easily understood by the target population (i.e. plain language, mother tongue, graphics, and accessible formats)?
- Are the graphics or images reflective of the diversity of women and men (girls and boys) who will utilize the service?
- Is the information communicated in a respectful, non-obtrusive manner so as to respect the dignity of those accessing a service (e.g. many parents will not request a recreation subsidy for their children, as they feel ashamed)?
- Are there women’s organizations or community groups working with specific groups of women who can help to distribute the information to women?

**Next Steps?** You may evaluate your work on this section of the Handbook and proceed to work on a new section.

## Human Resources

### QUESTIONS TO CONSIDER

You may organize a session with the workgroup to assess your organization's human resources. You can use the following questions for this session:

- Staff composition: Look at the demographics of the staff. How many men, how many women? How many newcomers and people from racialized communities?
- Do you feel issues of the communities you serve are voiced by staff members? Do you feel some perspectives are missing (e.g. ability, class, LGBTTQI, etc.)?
- Are there people at your organization who identify differently than as a "man" or a "woman" (e.g. as "intersexed" or "transgendered" people)? Are their particular needs or concerns addressed by the organization?
- Are there specific reasons why some groups are underrepresented among staff members?
- Does the organization have a written human resources policy addressing diversity and gender issues? Does this policy address specific issues about gender equity? (e.g. does it consider the needs of single parents?)
- Does the organization have a recruitment strategy that encourages diversity?
- Knowing that women, racialized persons and newcomers are more likely to live in poverty, does your organization actively promote the implementation of policies such as pay equity and employment benefits? If not, how does that impact gender equity in recruitment and/or the financial health of employees?
- Does your organization have a policy dealing with sexual harassment and discrimination?

*"Solitude can be a heavy burden, especially for women who find themselves at home with small children, without the opportunity to learn English, build a new social network. They often do not want to burden family members back home with their emotional struggles in Canada."*

FOCUS GROUP WITH SERVICE USERS

### ACTION PLAN

Suggested actions:

- Review other organizations' human resources policies that integrate a gender-based approach (see next page for examples).
- Develop a strategy for integrating a gender-based approach to human resources and consider the following possible steps:
  - Review your organization's hiring practices, keeping in mind discrimination faced by women, refugees, immigrants, people of colour, etc. For example, many newcomers face barriers in hiring when high levels of knowledge of English or French are required. Women with young children face barriers because of the lack of flexible working hours.
  - Review policies and practices relating to professional development and promotions. Consider whether the organization can do more to support those who cannot properly develop their skills and experience due to gender injustice.
  - Introduce an intersectional perspective to the strategy.
  - Have a gender-based approach to staff evaluation.
  - Consider developing conflict resolution guidelines, anti-harassment and anti-discrimination policies integrating an intersectional gender-based analysis.
- Have mandatory training sessions on gender-based analysis, gender justice and anti-oppression for the Board, management, staff and volunteers. You can use an outside facilitator for these training sessions.
- On an ongoing basis, find ways to promote awareness and understanding of gender justice for staff and volunteers. You can use posters and a bulletin board to announce gender-focused activities.

For more information about intersections, see Toolkit p. 6.1 - 6.6 and p. 8.2.

## Human Resources

### REFERENCES AND EXAMPLES

#### HR Council for the Voluntary & Non-profit Sector (HR Council)

The HR Council has a toolkit on all aspects of human resources including gender equity (see [www.hrcouncil.ca/hr-toolkit/diversity-gender.cfm](http://www.hrcouncil.ca/hr-toolkit/diversity-gender.cfm)).

#### Manitoba Interfaith Immigration Council

Excerpt from Code of Conduct

##### Harassment

MIIC workers shall not, in any way, either sexually or otherwise, harass clients, co-workers or other persons.

Harassment means abusive or unwelcome comments or conduct, particularly when based on an individual's sex, sexual orientation, language, ancestry, colour, perceived race, nationality, ethnicity, religion, age, physical characteristics, political beliefs or affiliation, physical or mental disability or socio-economic status.

**You may also consider** including statements such as the following in your job postings:

“(Agency’s name) encourages women of all backgrounds, refugees, immigrants, people of colour, mothers, gays, lesbians, bisexuals, intersexed, trans and queer people to apply.”

**Next Steps?** You may evaluate your work on this section of the Handbook and proceed to work on a new section.

## Budget

### QUESTIONS TO CONSIDER

You may organize a session with the workgroup to undertake the assessment of the budget. You can use the following questions for this session:

- How is the budget made and approved?
- What changes in the budget approval process would help ensure that the value of gender justice is given priority?
- What are the budgetary implications of making the organization more committed to gender justice?
- Does the budget include funds for professional development about gender issues?
- Does the organization need to find additional funding? Are there funding sources that might support gender-related activities?
- Does the organization have a specific budget for improving access to services?
- How can the organization get to the point where it is ready to commit to the budgetary implications of doing gender-related work?

### ACTION PLAN

You can work on a budget proposal that would include a gender-based approach. Rather than having a separate budget for activities relating to gender issues, we suggest you work on the organization’s existing budget and see how you can include gender components in its different sections. You can try to work with existing resources and use them with gender justice in mind, rather than try to find additional funds. For example, you can use professional development resources to train staff on gender issues, or use part of the communications budget to produce tools that are more gender sensitive. Also consider the positive sides: there may be increased revenues that can be gained through more gender justice work, e.g. from funders/donors that support this approach.

You can use the following guidelines, have the budget reviewed by the organization’s management and then approved by the Board.

**a. First step:**  
Before looking at budgetary implications, you may analyse your organization’s program design and development (see next section on “Direct Services - Program Design, Evaluation and Coordination”). This analysis can be useful in deciding which concrete interventions you can make in ensuring your programs are more sensitive to gender issues.

**b. Second step:**  
You may evaluate the cost of these interventions and allocate funds/resources to ensure that you can make them.

The following grid (adapted from “Gender Budgeting Guidelines and Analytical Tools for Lower Local Governments” Ministry of Gender, Labour and Social Development/ Ministry of Local Government, Republic of Uganda, September 2005) may be a useful tool:

*“There needs to be more programs for men and how to look at the cultural differences. Men need help in looking at the changing roles.”*

A SERVICE USER

PROGRAMME/ACTIVITY/ PROJECT	IDENTIFIED GENDER GAPS/ISSUES	PROPOSED ACTIONS	BUDGET	BUDGET SOURCE

# Budget

### ACTION PLAN

#### Examples of Points to Consider in Budget Preparation

##### Time Allocation

It is important to allocate enough staff time to work on applying a gender-based approach to the organization. Working on the Handbook, for example, requires a significant amount of staff time.

##### Accessibility Concerns

If you aim to make your activities accessible to everyone, you need to consider the budgetary implications of such a decision (the cost of making your building accessible for people with disabilities, of providing day-care for parents, of providing interpretation and translation services, etc.). Once you have estimated costs, you may look at the organization's priorities and search for new possible funders who can help you reach your goal of making the organization more accessible.

##### Professional Development and Volunteer Training

If you plan on holding gender competency development workshops on a regular basis (monthly or a few times a year for example), you may consider including fees for outside facilitators or trainers, staff time, lunch and snacks as well as general overhead in your budget.

#### Organizational Development

You may want to provide regular opportunities for all the different sectors of the organization to:

- meet and share with each other their successes and challenges dealing with gender-based matters and;
- build strategies and action plans to work with strengthened gender competency;

If so, you may consider expenses such as gender-competent facilitators or consultant fees, staff time, lunch and snacks, accessibility services, facility rentals, public transit tickets for volunteers as well as general overhead.

**Next Steps?** You may evaluate your work on this section of the Handbook and proceed to work on a new section.

The area of direct services is where your organization interacts the most with newcomers on an everyday basis. Much of your organization's gender competency needs to be gained and implemented in this area. Like the other two areas (governance and management), direct services are made up of interrelated components like program design, coordination and evaluation, service delivery and direct services workers' capacity. The Handbook's approach favours the development of gender competency in all subcomponents of this area.

When assessing your direct services, you may find that there is already some level of gender

competency among staff. However, their level of competency may vary. In this context, you may decide to provide different levels of training to different staff members. You may also consider organizing "train-the-trainer" workshops so that staff members can train others.

In addition, your direct services assessment may reveal that specific areas of direct services require more gender work than others. The workgroup will need to decide on where to start in order to enhance the overall gender competency in the direct services area of your organization.

## Program Design, Coordination and Evaluation

### QUESTIONS TO CONSIDER

You may organize a session with the workgroup and your program manager(s) to undertake this assessment. You can use some of the following questions to start the discussion:

- What programs are in place at your organization? What are the goals of these program(s)? How do these goals relate to gender differences?
- Who has access to resources and services through your programs? Who is excluded from your services? (e.g. elderly women who do not speak English or French, young girls staying at home to take care of siblings, etc.)
- When designing new programs or projects, does your organization systematically build a gender angle into it? Can your organization include gender justice as a proposed outcome for program development?
- Is the organization's physical space and location safe for men, women and LGBTQI persons of different cultures, races and religions?
- How will you gather more information to better evaluate your programs? Do you need to develop indicators of program gender sensitivity? How can you find ways to make your programs more gender sensitive?

## Program Design, Coordination and Evaluation

### ACTION PLAN

Your workgroup can team up with leaders of each of your organization's programs. You can hold a half day meeting to plan for the full integration of gender analysis in your programs.

You can use the following chart, or develop a similar one, as a tool to identify gaps and plan your actions.

NAME AND PHYSICAL LOCATION OF PROGRAM	INCLUSIVENESS	ACCESSIBILITY	SERVICE USERS' NEEDS	INDICATORS OF FUTURE SUCCESS	ACTIONS TO BE TAKEN

**Inclusiveness:** Identify groups or individuals who are excluded from your program. Examine why this is the case. For instance, your programs may be offered only to women or only to English speakers.

**Accessibility:** Identify groups for whom your program is designed but who have no or limited access to it. Issues related to ability are key here. For example: women with disabilities who can't access your organization's building or women who are caught in household work during the program's service hours.

**Service users' needs:** Examine whether some user needs related to gender are not taken into account by your program. For instance, your program to support victims of gender-based violence may state that it welcomes lesbian, bisexual and transgender women, but it may in fact fail to offer adequate responses to the specific forms of abuse that refugee transgender women may have undergone at the hands of the police in their home country.

**Indicators:** Identify indicators of where your program should be at after your transformational efforts have been completed. For example, you may decide that you should see an increase in the number of women with disabilities who use your services.

**Actions:** Think about what you need to put in place so that change can happen. This may include holding consultations with service users, hiring a consultant, hiring more staff, renovating your offices or creating visual materials to post at the reception.

You may also find it necessary to hold further meetings with staff involved in various projects to follow up on your action plan. For instance, you may discover new training needs after the newly re-designed programs are put in place.

## Program Design, Coordination and Evaluation

### REFERENCES AND EXAMPLES

Example of further considerations in conducting a gender-based analysis of your programs.

#### **Prairie Women's Health Centre of Excellence**

You can use the following check list to conduct a gender analysis of your programs (adapted from *Including Gender in Health Planning: A Guide for Regional Health Authorities*, Prairie Women's Health Centre of Excellence, 2003: 21-22 [www.uwinnipeg.ca/admin/vh\\_external/pwhce/pdf/gba.pdf](http://www.uwinnipeg.ca/admin/vh_external/pwhce/pdf/gba.pdf), downloaded June 11, 2008).

Evaluate whether the program was designed:

- ✓ Considering the similar and different needs of women, girls, men, boys, intersex and LGBTTTQI persons;
- ✓ With input from these diverse service user populations;
- ✓ Using existing knowledge about gender differences;
- ✓ Considering diversity among women/girls, boys/men and intersex persons;
- ✓ Considering the particular needs of women/girls, boys/men, intersex and LGBTTTQI persons who face greater challenges and who may be more vulnerable;
- ✓ To avoid perpetuating stereotypes about women/girls, boys/men, intersex and LGBTTTQI persons;
- ✓ To respond to the particular social circumstances of women/girls, boys/men, intersex and LGBTTTQI persons and promote their rights to adequate settlement services.

**Next Steps?** You may evaluate your work on this section of the Handbook and proceed to work on a new section.

## Service Delivery

### QUESTIONS TO CONSIDER

You may organize a session with the workgroup to assess your organization's service delivery. You can use the following questions for this session (adapted from *Gender Equality Lens: Promoting Equality & Inclusion for the Full Diversity of Women in the City of Ottawa*, City of Ottawa, City for All Women Initiative, City of Ottawa, 2008 (p. 24). As an exercise you may also apply some of these questions to scenarios from Appendix A or pages 2.1-2.3 and 5.1-5.4 of the Toolkit.

General questions:

- What is needed to ensure the service will contribute to the well-being of both women and men (girls and boys) in the specific population you are targeting?
- Are there any differences or systemic barriers that need to be addressed for women and men from diverse groups (for instance, racialized groups)?
- Are services adapted to the needs of transgendered and intersexed service users?
- As an organization, is your staff representative of the specific groups of women and men you serve? If not, how can you include them in your decision-making (i.e. involve community partners, reference groups)?

- As an organization, does your staff have the gender competency to deliver services that are adapted to the realities of the women and men they serve?
- Are there institutional practices and attitudes that block staff from demonstrating gender sensitivity and competency (i.e. workload, administrative requirements, lack of a supportive organizational culture)?
- What supports or accommodations need to be in place to ensure the full diversity of women can access the service, taking into consideration work and family responsibilities, safety, ability to pay, difficulty of requesting subsidy, age, accessibility, language, sexual orientation, distance?

Questions directly related to case intervention:

- What are our assumptions about why our intervention is needed?
- Who benefits from our intervention? Why?
- Whose needs are not being addressed? Why? How can those needs be met?
- Who is excluded? Why? What can be done about it?
- Will our intervention lead to greater/ lesser/same levels of equity? In the short term? In the long term?
- Do we assume that people with a similar gender or cultural background have similar needs and views (or do we acknowledge diversity within an ethnocultural group)?

*"When I hear comments like "your country is a peaceful country..." how can I feel comfortable disclosing any information about my situation? I have felt unsettled and insecure for some time and I am still very careful about disclosing information or discussing my situation."*

A SERVICE USER

## Service Delivery

### ACTION PLAN

The workgroup may organize a half day meeting with all service delivery staff to discuss gender issues that they encounter in their work. Here is a proposed agenda:

1. Welcome and explanation of the goal of the meeting.
2. Explanation of gender analysis using the Toolkit as a reference.
3. Discussion of gendered situations faced by direct service workers using scenarios from Appendix A or pages 2.1-2.3 and 5.1-5.4 of the Toolkit.
4. If you already worked on the section "Direct Services - Program Design, Coordination and Evaluation", you may present the outcomes and discuss implications for direct services workers.
5. Feedback from direct services staff about service delivery: identification of further improvements needed, obstacles to implementation of improvements and suggestions on how to start implementation.

The following table may help you gather information during the meeting:

DIRECT SERVICES WORKERS' NEEDS	OBSTACLES TO DOING GENDER RELATED WORK	SUGGESTIONS FOR IMPROVEMENT	POSSIBLE TIMELINE	LEAD PERSON	SUCCESS INDICATOR

## Service Delivery

### ACTION PLAN

Here are a few gender awareness tips that you can use in various aspects of service delivery:

#### Space

As a general rule, make the working space accessible with posters or other prompts that will show people that your space is safe, positive and welcoming for everyone. These visual elements constitute a promise, though, and your organization needs to demonstrate that it is really committed to create a welcoming place in practice. In other words, signage needs to be supported by staff competency and an overall welcoming atmosphere.

#### Verbal and Non-Verbal Language

Ways of speaking and gestures can sometimes send the wrong message. Direct services workers need to be aware of their verbal and non-verbal language's impact on service users. For example, gender-sensitive terms such as spouse or partner may be more inclusive than husband or wife. Challenging our assumptions about service users may also help come up with appropriate verbal and non-verbal language. For example, if you do not assume that all service users are heterosexual, you will come to find words such as spouse or partner helpful in your work.

Note that it is not always possible to find alternative terminology to talk about gender in the different languages in which you offer your services. In order to explore this issue, you could organize a work session to discuss vocabulary. As a group, you may be able to identify vocabulary in the different languages used at your organization that helps improve gender justice.

#### Intake Process

It is a good idea to make your environment (i.e.: office, common spaces, etc.) friendly and safe. Small things like a rainbow flag on your desk can let a lesbian, gay, bisexual or transgendered person know that it is safe to talk about their experiences and needs. Offering childcare to both men and women also makes it easier for parents to concentrate on explaining their situation to direct services workers.

During the intake process, when you have to ask service users about their gender or sex identity, it is important that you explain why you need to ask. As mentioned before, use alternative language to avoid conventional binary ideas, e.g. use "person" instead of man or woman, "spouse" instead of husband and wife, and leave space for intersexed, transsexual and transgendered persons to talk about their situation if they want to. You may also consider having a "prefer not to answer" box on your intake form.

#### Case Management

You may need to evaluate whether you are competent to handle the case, especially if it involves gender issues that you are not familiar with, such as domestic violence or violence against women during war time. On the other hand, if you have gender-related skills, you may be able to offer special support to service users, such as accompanying them to places where they feel uncomfortable going.

#### Case Intervention

You may consider the following tips:

- Be mindful of serving LGBTTTQI service users with sensitivity.
- Scan early for symptoms of abuse or violence, including domestic violence.
- Conduct separate interviews with each individual for intake.
- Make time to arrange follow up/exit interviews for every case to evaluate whether service users found services gender-sensitive.
- Share service user input with your team and ask for suggestions on how to respond to this input.
- Reflect collected input in your future operations.

**Next Steps?** You may evaluate your work on this section of the Handbook and proceed to work on a new section.

## Workers' Competency

Capacity-building among workers is an ongoing concern for organizations in the social services sector. Building up gender competency is a necessary component to ensure there is a team of well-rounded and professional direct services workers. Levels of gender competency may differ among staff members at your organization: some may have gained gender sensitivity on the job, others may be beginners in this area, and finally you may have staff members who already brought significant gender-related skills to the organization. Remember that learning about gender dynamics can be just as confronting for workers as for service users. People may realize that they are facing gender issues in their personal life and have difficulty solving them. This is why it is important for the organization to support workers in their learning process.

Whatever the competency level, you need to gain buy-in from workers about gender justice.

### QUESTIONS TO CONSIDER

The workgroup may hold a meeting with key members of direct services staff to look at strengths and needs in terms of gender competency. During the meeting, you may explore some of the following questions:

- Who are the gender experts among direct services workers? Who are or could be gender-competency champions?
- How familiar are workers with gender concepts and their applications to newcomer experiences? Do workers have an understanding of gender and its intersections with race, culture, religion, class, ability, age and sexual orientation?
- How many of them have undertaken training about gender competency?
- Are there staff members who resist dealing with gender issues? What resources may help cope with such resistance?
- What gender training opportunities are there in your community? What kind of training would be appropriate for staff?
- What kind of measures (financial, staff time scheduling, etc.) need to be in place to increase staff's gender competency?

For more information about intersections, see Toolkit p. 6.1 - 6.6 and p. 8.2.

*“Organizations with staff having refugee backgrounds understand the realities of refugee and immigrant women better. In most cases these vulnerable women are left out. Most organizations, unfortunately, do not provide training for their staff members to have full understanding of the realities of refugee/immigrant women. This training should be with full participation of refugee women themselves. Staff can and should learn from them.”*

FOCUS GROUP WITH SERVICE USERS

## Workers' Competency

### ACTION PLAN

The workgroup may team up with identified gender champions among direct services staff and plan the following activities:

- **A survey to identify strengths and needs** in terms of gender competency among direct services staff. This survey can be designed and communicated in a manner that generates enthusiasm for gender justice among the workers.
- **A survey of existing professional development opportunities** for workers. These can be available from community colleges, consultants or community-based agencies with particular expertise on gender issues in the settlement sector. Provincial settlement umbrella organizations may offer these kinds of training opportunities, for example.
- **Identify a leader** in the sector who can come and talk to direct services colleagues staff. A good speaker who can highlight the importance, the value and concrete examples of the positive impacts of gender competency can inspire staff.
- **Hold a series of monthly meetings** entitled "What our service users have taught us". At each one of these meetings, a group of two or three direct service workers can share with colleagues what they learned on-the-job about gender issues. If the experiences and needs of a particular subgroup of service users (e.g. lesbian women) are not being addressed, you may invite members of this subgroup to talk about their experience at a future meeting.
- **Propose to add professional development components** to regular staff meetings.

**Next Steps?** You may evaluate your work on this section of the Handbook and proceed to work on a new section.

## Appendix A - Scenarios

See also Toolkit  
pp. 2.1 - 2.3  
and 5.1 - 5.4.

In this section, you will find scenarios that you can use to work on gender justice. You may also want to use examples from your own experience, make up your own scenarios or modify some of these scenarios to better reflect your reality. If a scenario makes you feel uncomfortable, you can discuss your feelings with the gender workgroup and adapt it

according to your organization's needs. You can use scenarios to start large or small group discussions. You can use them for role plays or other exercises that help participants identify and discuss gender dynamics. As stated before, this Handbook is designed to give you flexibility in your gender justice work.

**1. A father and two daughters** aged 19 and 21 came to Canada as government-assisted refugees from a war-ravaged country. The mother had been killed in shelling. The father loves his daughters and is ready to go out of his way to protect them, as he considers them the fruit of his love with his late beloved wife. They were all accepted as service users of a settlement organization. Within the first year of their arrival the elder daughter started exploring her sexual identity as a lesbian and shared her sexual orientation with her sister who expressed the same tendency. For some time they hid their sexual orientation, but finally they shared it with their settlement counsellor who referred them to a LGBTTQI counsellor. When the father learned about it, he became furious and complained that the counsellor had misguided his daughters into something totally unacceptable according to their religion and culture. He then started seeking help to "cure" his daughters with hormones or other means.

### Questions

- a. How do you think gender might affect this scenario? Would there be differences if it was a mother rather than father, or sons instead of daughters? What about if one of the daughters felt that her gender identity was masculine and she wanted to become a transgendered man?
- b. Imagine that you are the settlement counsellor, what would you do and why?
- c. Imagine that you are the Executive Director of the organization and the father complains to you against the settlement counsellor. What will be your reaction?
- d. In case of domestic conflict or violence in this single parent family, what remedies do you propose?
- e. Imagine that you are the Settlement Coordinator. What will you do if the father and daughters come to you separately and ask for help?
- f. From your own personal perspective, what biases, sympathies and areas of discomfort would you have if you were facing this situation?

## Appendix A - Scenarios

**2. A settlement organization set up a workgroup** to address gender issues using the Pathways to Gender Justice Toolkit and Handbook. The workgroup held various meetings with staff in order to inform them of this new initiative. Many English as a second language (ESL) instructors expressed discomfort with gender issues and reluctance to discuss anything related to gender in their class. One instructor said: "There are no gender issues in Canada. There is no discrimination. Canada always overcompensates people and places the needs of a few people above the rest." All the other instructors nodded in agreement. The first meeting with ESL instructors did not result in any support for the project.

### Questions

- How would you respond to the negative reaction of ESL instructors?
- What would you do to try to convince members of the gender workgroup that the project was still worth pursuing?

**3. A feminist organization** working with women newcomers experienced a significant turnover of employees over the past two years. One day, Seema, a psychologist, and Lorena, a housing counsellor, were taking a coffee break together. They talked about how to help a woman to whom they both offered services recently who was facing domestic violence. Seema said that they shouldn't apply a Western standard of what is acceptable in a relationship to her. Lorena was shocked. She said that they should provide her with as much information as possible about how to develop an exit plan if she urgently wanted to leave the relationship. She also mentioned that they should give her addresses of women shelters in her neighbourhood. Their discussion finished abruptly and Lorena was still upset. The next day, Lorena discussed this incident with her supervisor. Her supervisor realized that there were different feminist views within the organization and that they hadn't had an opportunity to discuss them in quite some time because they were so busy.

### Questions

- How should cultural differences be taken into account when addressing domestic violence?
- What would you suggest as guidelines for responding to service users who are facing domestic violence?
- If you were the supervisor in this scenario, what would you do?

## Appendix A - Scenarios

**4. Two direct services workers at a settlement organization** decided to form a gender workgroup. They spoke to their supervisor who was very enthusiastic about this project. The supervisor then sent a note to the executive director to say that she was ready to supervise this project if the organization supported it. The executive director thanked her for her note. She explained that she was also concerned by gender issues and that she had recently attended a seminar on this topic. The seminar made her realize that the organization was actually doing quite well with respect to gender issues. She said that it was great that direct services workers were aware of these issues but that she didn't see the need for more work around such issues at the moment.

### Questions

- If you were the supervisor, how would you respond to this message from the Executive Director?
- How would you convince her of the need to work on gender justice at the direct service level?
- How would you report the Executive Director's response to the two direct services workers?
- If you were one of the two direct services workers, would you feel that your concerns have been heard? If not, what would you do about it?

**5. A settlement organization receives food donations** every week from a restaurant. One week, the delivery man entered the lobby of the organization and saw a new poster about LGBTTTQI rights on the wall. He said to the manager to whom he delivers the food: "Brother, what is this? You are not going to help these types of people?" The manager responded: "Yes we are. If you don't accept it, take back your food." The delivery man was surprised but left the food anyway. The manager remained upset by this incident for a long time.

### Questions

- How would you open up the dialogue with people who openly express homophobia?
- What would you do if people you work with (funders, volunteers, service users) made comments that indirectly express homophobia?

For a definition of homophobia, see Toolkit p. 8.2.

**6. Jill came to Canada** as a live-in caregiver from the Philippines. She worked hard for many years and finally was able to bring her husband and three children to the country. She now has a better-paying job in the health sector and many friends in Canada. When her husband arrived, he was not able to find work. He did not know anyone and started feeling depressed. One day, Jill arranged a meeting for her husband at a settlement agency. Jill attended the meeting with him. Because Jill's husband's English level was not very high, the settlement counsellor who interviewed him often asked questions directly to Jill. Jill's husband became increasingly nervous and tense as the interview progressed. He started making aggressive-sounding remarks to his wife. She tried to remain calm. Her husband then made a series of negative comments about Canada in English. The counsellor tried to carry on the interview but with difficulty as there was tension in the room.

### Questions

- How can the counsellor best respond to this situation?
- How do you think gender might affect this scenario? Would it be different if it was the wife who could not find work? What about if it was a same-sex couple? Would it make a difference if the counsellor was a man or a woman?

## Appendix A - Scenarios

**7. A refugee woman** had been attending English classes on a regular basis. Suddenly, her husband told her that he didn't want her to go back to class anymore because he didn't want her English level to be higher than his. English as a second language (ESL) instructors noticed her absence. One morning, one of the ESL instructors met her by coincidence at the settlement agency and asked her why she quit. She explained the situation and said that her English was OK and that she didn't want to upset her family. The ESL instructor reported the conversation to her manager and mentioned that her former student's husband was exercising unhealthy control over the former student. After this incident, management made some changes in the organization. For example, a mandatory information session about domestic violence was added to the Refugee Assistance Program. However, management realized that they couldn't do this for every program as it was too costly.

### Questions

- What options does the organization have to respond to this situation?
- Could management have responded differently?
- What would have happened if the ESL instructor had not met the woman or if the woman did not disclose the reason why she stopped going to class?
- Imagine this scenario if the woman was racialized, had a disability, was a senior or belonged to a particular religious group. Would the ESL instructor or the manager have reacted differently to this situation?

**8. Rainbow, a local community group,** organized a meeting for youth newcomers who are LGBTQI. During the meeting, Nazila, a transgendered Muslim woman from Iran, expressed difficulties she was facing as a transwoman. She said among other things that she had been harassed by immigration officers when she arrived in Canada. She also explained that she knew someone who was transgendered and who committed suicide shortly after arriving in Canada. She explained that when she arrived, she was referred to a gay men's support group and that the men had been disrespectful towards her, often making fun of her or simply ignoring her. They made her feel that she was different from them. A young gay man who was attending the youth meeting started feeling uncomfortable hearing this story. He replied that all gay men were not the same. He became very defensive. At a certain point, the Rainbow youth group leader had to ask the group to take a break and took the young gay man aside to remind him that the rules of the group were to let everyone express themselves freely and try not to take things personally. When they came back from the break, the group leader realized that the transwoman had left.

### Questions

- If you were the group leader, how would you react to this situation?
- If you were one of the group participants, what would you do in this situation?
- What assumptions do we make about different groups' level of awareness about transphobia, homophobia, sexism, racism, etc.?

For definitions of transphobia and homophobia, see Toolkit p. 8.2 - 8.3.

## Appendix A - Scenarios

**9. You are in charge of reviewing comments** from service users and creating a report on how to improve services at your organization. One of the comments you read is the following: “Why are there no men Language Instruction for Newcomers to Canada (LINC) teachers? Sometimes I feel uncomfortable with a woman teacher. I cannot look at them in the eyes. Men want to learn from men. My first employment counsellor was a woman. I was very uncomfortable with her. I feel much better working with men.” You are aware that your organization just set up a “gender workgroup”.

### Questions

- What do you write in your report?
- What issues do these user comments raise with respect to gender?
- How can you respond to service users’ needs when they vary dramatically and are sometimes contradictory from one user to another?

**10. A settlement agency** organizes sessions for women using their services to talk about gender issues. The sessions are held in different languages to reach out to women who do not speak fluent English. In one of the sessions, a woman gets upset by the assumption that women who don’t work outside the home are second-class citizens and that they need to “liberate themselves.” She expresses her disagreement with the image of women in the media, which seems to focus mainly on women’s bodies.

### Questions

- As the facilitator of the gender session, how would you respond to the women’s comments?
- Would your reaction be different if these same comments were made by a man during a mixed or a men-only session?

**11. A single mother of four children,** who was expecting another child, arrived in Canada. She is paraplegic. Before coming to Canada, her eldest son had a role as the main caregiver of the family because she could not do it herself. The son was caring for the children and for his mother’s needs. He was only 16 years old and he had not been in school. He was not expecting to attend school in Canada because he felt that his role was as caregiver at home. In Canada, Children’s Services soon became involved and wanted to remove the children because the mother was not able to care for them.

### Questions

- As the settlement worker working with this family, how would you react to the Children’s Services’ plan to take the children away from their mother?
- What support would you offer to the elder son?
- How do you think newcomers with disabilities can be better accommodated upon arrival in Canada?
- Do you think things would have been different in this scenario if it had been a single father with disabilities?

## Appendix A - Scenarios

**12. Loly made a refugee claim based on gender persecution.** She found the refugee determination system very insensitive to gender-based claims. She felt that she had to live through her trauma a second time because she had to tell all the details of her story before a decision-maker who didn't seem to believe her. In addition to the difficult refugee determination process, Loly had a bad experience in Canada. She was sexually harassed by a fellow countryman with whom she was sharing an apartment. Faced with the racist attitudes towards people from her country of origin and sexist remarks from men, she hesitated to talk about her experience of sexual harassment in Canada. She finally opened up to a female employment counsellor.

### Questions

- a. If you were the employment counsellor, how would you respond to Loly's experience? What about if you were a male employment counsellor and you met Loly?
- b. As a counsellor, if you did not have special knowledge about gender issues, what would you do?
- c. If you were Loly, who would you feel comfortable talking to about your situation? What would you do to protect yourself?

## Appendix B - Some Further Resources

The list of references below is not exhaustive but provides examples of organizations and resources that have been used in the settlement sector.

### 1. RESOURCES ON DOMESTIC VIOLENCE

#### New Brunswick

**New Brunswick Advisory Council on the Status of Women**  
www.acswccf.nb.ca

**Muriel McQueen Fergusson Centre for Family Violence Research**, Fredericton,  
New Brunswick Telephone: 506-453-3595  
Fax: 506-453-4788

**The New Brunswick Family Violence and the Workplace Committee**  
Tel: 1-888-236-2444  
Fax: (506) 462-5193  
Email: info@toolkitnb.ca  
www.toolkitnb.ca

#### Prince Edward Island

**Family Violence Resource Guide**  
(Government of Prince Edward Island)  
www.gov.pe.ca/photos/original/hss\_famviolback.pdf

**Action Against Violence Resource Guide**  
(Government of Newfoundland)  
www.outragenl.ca/welcome.html

**Prince Edward Island Advisory Council on the Status of Women**  
Email: peistatusofwomen@eastlink.ca  
Tel: (902) 368-4510 Fax: (902) 368-3269

#### Nova Scotia

**Transition House Association of Nova Scotia**  
www.thans.ca

**Nova Scotia Advisory Council on the Status of Women**  
Tel: (902) 424-8662 or 1-800-565-8662  
(toll-free within Nova Scotia)  
Fax: (902) 424-0573  
women.gov.ns.ca

#### Newfoundland

**Newfoundland Provincial Advisory Council on the Status of Women**  
Tel: (709) 753-7270  
Fax: (709) 753-2606  
Email: info@pacsw.ca www.pacsw.ca

#### Quebec

**Table de concertation en violence conjugale de Montréal**  
tinyurl.com/mmzrq

Training program on working in an intercultural context.

## Appendix B - Some Further Resources

### Ontario

#### Springtide Resources Ending Violence against Women

[www.springtideresources.org](http://www.springtideresources.org)

This organization offers educational materials and support to organizations. Many useful materials are available online, some upon request: resources for education, training, violence prevention, and awareness raising.

*Towards Equal Access: A Handbook for Service Providers Working with Immigrant Women Survivors of Wife Assault* - upon request

#### Programs

- Immigrant and Refugee Women's Program – offers assistance in the design and delivery of workshops and training programs to immigrant women and agencies working with immigrant women
- Training and Resource Development Partnerships – offers support and partnership with other organizations which are working to end violence against women. They provide educational materials, workshops and program consultation across Canada.
- Women with Disabilities and Deaf Women's Program – addresses barriers to service for abused women with disabilities and Deaf, deafened and hard of hearing women. It is designed to meet the needs of a range of service providers including managers, counsellors, shelter and crisis workers, victim service workers, police, health care providers and advocates.

Project: Supporting Female Trauma Survivors Living with Disabilities – is developing a training module highlighting aspects of the support group model and the issues related to trauma and disability not often addressed in the violence against women (VAW) sector counselling services.

For information on the programs and partnership: (416) 968-3422.

### OCASI

[www.ocasi.org](http://www.ocasi.org)

*Online Prevention of Domestic Violence against Immigrant and Refugee Women through Early Intervention, Self-directed Training.* [tinyurl.com/l4fryp](http://tinyurl.com/l4fryp)

Online self-directed training for violence prevention for settlement service providers and anyone who frequently provides services to immigrants, refugees and undocumented women. It is a basic course, aimed at filling a gap in knowledge.

*Family Violence against Immigrant and Refugee Women: Community Development Strategies.* [tinyurl.com/nyhxkx](http://tinyurl.com/nyhxkx).

Online training project which examines family violence by utilizing community development strategies as an effective tools to preventing and addressing family violence; as well as the need to enhance family violence prevention strategies to reach immigrant and refugee women, especially women without legal immigration status and women from racialized low-income communities. Includes a downloadable resource manual.

### Woman Abuse Council of Toronto

[www.womanabuse.ca](http://www.womanabuse.ca)

Online links and resources, including ones relating to abuse of refugee and immigrant woman and same sex abuse.

*Best Practice Guidelines and Implementation Checklist* – address the way agencies or sectors can improve their internal consistency through the development of a common analysis and understanding of woman abuse, which will bring about a consistency in the level and quality of services.

*Experiences of Front-line Shelter Workers in Providing Services to Immigrant Women* – research study exploring how front-line workers of shelters for abused women and children experience provide support to immigrant women impacted by family violence.

*If Low Income Women of Colour Counted in Toronto* – report providing an initial sketch of the realities, perspectives and ideas of low-income women, mainly women of colour, rarely seen in the public eye.

## Appendix B - Some Further Resources

### Saskatchewan

**Provincial Association of Transition Houses and Services of Saskatchewan**  
(306) 522-3515

Online resource: *Working With Women Who Have Experienced Violence: A Handbook For Health Care Professionals In Saskatchewan*  
[www.abusehelplines.org/information\\_for\\_professionals.pdf](http://www.abusehelplines.org/information_for_professionals.pdf)

### Alberta

**RoseNet: Law & Abused Immigrant Women**  
[www.rosenet-ca.org](http://www.rosenet-ca.org)

Website providing information about Canadian laws and issues relating to immigrant women in abusive relationships.

**Changing Together – A Centre for Immigrant Women**  
Family Violence Prevention Program  
(780) 421-0175

**Edmonton Family Violence Treatment Education and Research Centre**  
(780) 439-4635

**Sexual Assault Centre of Edmonton**  
[www.sace.ab.ca](http://www.sace.ab.ca)

Mission is to empower individuals affected by sexual abuse and assault, and empower communities to take action against sexual violence.

### British Columbia

**Ending Violence Association of BC**  
[www.endingviolence.org/initiatives\\_projects](http://www.endingviolence.org/initiatives_projects)

Public education tools designed to be adapted to the needs of different organizations and materials to assist anti-violence organizations in raising awareness and providing training. There are power point presentations and handouts available online and also on DVD (free for members; \$10 for non-members). The site offers online videos from previous annual training forums and links to organizations that are part of the victim assistance programs and offer support to victims of violence.

*Community Coordination for Women's Safety Program* – provides assistance to BC communities to develop new models or improve existing models of cross-sector coordination on violence against women.

*Records Management Guidelines: Protecting Privacy for Survivors of Violence* – provide a series of principles and suggested approaches which can serve as a guide when you are creating, updating, storing, releasing and destroying client records.

### National

**RespectEd: Violence and Abuse Prevention**  
Canadian Red Cross  
[tinyurl.com/njjmjl](http://tinyurl.com/njjmjl)

**National Clearinghouse on Family Violence - Family Violence Prevention Unit Public Health Agency of Canada**  
Telephone: 1-800-267-1291 (8am-8pm EST)  
TTY: 1-800-465-7735  
Email: [ncfv-cnivf@phac-aspc.gc.ca](mailto:ncfv-cnivf@phac-aspc.gc.ca)  
[www.phac-aspc.gc.ca/ncfv-cnivf/contact-eng.php](http://www.phac-aspc.gc.ca/ncfv-cnivf/contact-eng.php)

## Appendix B - Some Further Resources

### 2. LGBTQI RESOURCES

**Trans Alliance Society: Trans Inclusion Policy Manual**

www.transalliancesociety.org  
Manual: www.transalliancesociety.org/education/documents/02womenpolicy.pdf  
Tel. for information: (604) 633-2506

The manual assists women's services, including transition houses, sexual assault centres, and women's centres, in developing trans inclusive policies. It is designed for services wishing to begin the process of creating inclusive and accessible organizations.

**OCASI: Creating Safe and Positive Space for LGBTQ Newcomers Initiative**

tinyurl.com/mrzxdd

Project to support the immigrant and refugee serving sector to more effectively serve LGBTQ (Lesbian, gay, bisexual, transgender, queer and/or questioning) newcomers. Wide training and information sessions are available through the project.

**Centre for Addiction and Mental Health: ARQ2 - Asking the right question 2 - Talking With Clients about Sexual Orientation and Gender Identity in Mental Health, Counselling and Addiction Settings**

tinyurl.com/kwcdqm  
Tel. for information: (416) 322-4950

This manual seeks to help service providers to create an environment where all clients feel comfortable talking about their sexual orientation and gender identity.

**Family Service Toronto: Making Connections: Finding your place in the Lesbian and Gay Community – a manual for group facilitators**

tinyurl.com/mgqgyc  
Tel. for information: (416) 322-4950

This manual is designed for use by gay and lesbian counsellors/group facilitators who are planning to offer groups to adult lesbian and gay clients. It is particularly useful for work with clients who are socially-isolated and experiencing personal difficulties making connections with others in the larger gay and lesbian community.

**Rainbow Health Ontario**

www.rainbowhealthontario.ca  
Tel. for information: (416) 324-4100  
Many useful materials regarding LGBT issues and training materials for organizations available online.

*Training Resources* – The RHO Resource Database features a variety of LGBT health resources, including training manuals, curricula, clinical guidelines and other resources designed to educate health and social service providers.

*Trainer Database* – The RHO Trainer Database features profiles of independent trainers who provide LGBT education and training across Ontario.

*LGBT Training Sessions* – The formal training and education sessions of the organization are designed to assist health care and social service providers in providing equitable and comprehensive services to LGBT people. These training sessions can be tailored to different audiences including front-line staff, management or Board directors and volunteers.

## Appendix B - Some Further Resources

### 3. OTHER RESOURCES

**Dancing on Live Embers: Challenging Racism in Organizations, by Tina Lopez and Barb Thomas**

Book that investigates how racism, White power and privilege operate in the ordinary moments of organizational life. It holds up familiar workplace interactions for scrutiny, and looks for openings to advance racial equity and justice. This book can be purchased online.

**Ontario Healthy Communities Coalition: Inclusive Community Organizations: A Tool Kit**

[www.ohcc-ccso.ca/en/inclusive-community-organizations-a-tool-kit](http://www.ohcc-ccso.ca/en/inclusive-community-organizations-a-tool-kit)

Helps communities become more equitable, diverse and inclusive.

## Appendix C - Acknowledgements

This handbook was developed by the Canadian Council for Refugees as the second phase of the Pathways to Gender Justice Project, which took place from January 2008 to September 2009.

The project was overseen by an active Advisory Committee. The Canadian Council for Refugees wishes to express its gratitude to the members of the Advisory Committee, who contributed their time, energy, experience and creativity to the success of this project:

**Julie Bédard-Mathieu**, Refuge Juan Moreno, Montreal  
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**Loly Rico**, FCJ Refugee Centre, Toronto  
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**Multicultural Association of Fredericton** – Fredericton, New Brunswick  
**Mennonite New Life Centre** – Toronto, Ontario  
**Catholic Social Services** – Edmonton, Alberta  
**Manitoba Interfaith Immigration Council** – Winnipeg, Manitoba  
**South Asian Women’s Community Centre** – Montreal, Quebec  
**MOSAIC** – Vancouver, BC  
**Canadian Centre for Victims of Torture** – Toronto, Ontario

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### ABOUT THE CANADIAN COUNCIL FOR REFUGEES

The Canadian Council for Refugees is a non-profit umbrella organization committed to the rights and protection of refugees in Canada and around the world and to the settlement of refugees and immigrants in Canada. The CCR was founded in 1978 and currently has approximately 180 member organizations. The membership is made up of organizations involved in the sponsorship and protection of refugees and the settlement of refugees and immigrants. The Council serves the networking, information-exchange and advocacy needs of its membership.

The CCR has a particular focus on settlement issues, overseen by the Immigration and Settlement Working Group, which has taken the lead in pursuing reflection on settlement issues at the national level. The CCR also has a long history of studying gender issues as they affect refugees and immigrants, with the Gender Core Group mandated to ensure that these issues receive a high profile within the organization. The CCR regularly holds workshops at its consultations on a wide range of gender issues and follows and comments on the gender impacts of policies and programs.

The Pathways to Gender Justice Project was initiated by the CCR’s Gender Issues Core Group. The project was staffed by Yukyung Kim-Cho, Julie Lassonde and Meissoon Azzaria as the lead from the CCR office.

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