



Saskatchewan Association of  
Immigrant Settlement and  
Integration Agencies

**SAISIA**



Association des agences  
d'établissement et d'intégration  
des immigrants de la Saskatchewan

## We Don't Need Feminism Anymore, Do We? – GBA Plus Interactive Activity

### DEBRIEF AND SHARING CIRCLE – FACILITATOR'S GUIDE

The objective of this guide is to support the delivery of the **Debrief Discussion and Sharing Circle** portion of the **GBA Plus Interactive Activity**. This discussion is to be led by the activity facilitator following completion of the activity and is meant to provide participants an opportunity to share their thoughts, suggestions and feelings after taking part. It is recommended that the facilitator begins the Debrief and Sharing Circle by stating that its purpose is to provide a safe space for participants to reflect on their own experience of participating in the activity and that everyone will have the opportunity to share. They are invited to ask questions and be open and honest. Participants are not obligated to speak while participating in the Debrief and Sharing Circle and are free to opt out altogether.

*\*\*The GBA Plus Interactive Activity explores true-to-life scenarios related to gender-based violence (GBV) and sexual assault. For this reason, it is advisable that a trained counselor or other mental health professional be present when the Debrief and Sharing Circle is taking place. Recommendations for local, low- and no-cost mental health resources and supports for participants to refer to following the conclusion of the Debrief and Sharing Circle should also be made available.\*\**

The GBA Plus Interactive Activity explores the impact of multiple intersecting identity points on each character's experiences as a woman in the workplace. The activity also illustrates the diverse challenges that each of the characters in the activity face due to systemic oppression. One of the key objectives of the activity is for participants to understand that there is significant work left to be done to advance gender parity in Canada. However, it is important that participants also leave the activity feeling like there is hope for the future. **The below list of resources created by IRCC-funded settlement sector umbrella organizations and their partners aims to support both direct- and indirect-service staff in advancing equity and accessibility.**

#### IRCC-Funded Settlement Umbrella Terminology Legend

ACRONYM	FULL NAME
AAISA	Alberta Association of Immigrant Serving Agencies
AMSSA	Association of Multicultural Societies and Service Agencies of BC



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Immigrant Settlement and  
Integration Agencies

**SAISIA**



Association des agences  
d'établissement et d'intégration  
des immigrants de la Saskatchewan

ARAISA	Atlantic Region Association of Immigrant Serving Agencies
FCFA	Fédération des communautés francophones et acadiennes du Canada/Federation of francophone and Acadian communities of Canada
MANSO	Manitoba Association of Newcomer Serving Organizations
OCASI	Ontario Council of Agencies Serving Immigrants
SAISIA	Saskatchewan Association of Immigrant Settlement and Integration Agencies

### ***Resources for Advancing Accessibility and Supporting Staff and Clients With Disabilities***

- The ***Accessibility Kit*** was created by the Accessibility Initiative, a joint partnership between OCASI and ERDCO (the Ethno-Racial Disability Coalition of Ontario) and funded by IRCC. In consulting the Kit, sector workers will “[become familiar] with the terms, legislations and basic issues surrounding disability and accommodations<sup>1</sup>”. Nine personal stories from newcomers and their families describe some of the barriers and challenges that may be faced by those with a disability as they adjust to a new life in Canada. **To access an English-language<sup>2</sup> copy of the Accessibility Kit, visit the OCASI site here: [accessibility-kit\\_0.pdf \(ocasi.org\)](#)**

### ***Resources for Advancing Anti-Racism, Anti-Oppression (ARAO)***

- The AAISA website features “**a central document of anti-racism and anti-discrimination created by IRCC with a focus on ant-racism frameworks**”<sup>3</sup>. To access English and French copies of the document, visit the AAISA site here: **[Anti-Discrimination and Anti-Racism Resources – AAISA Toolkit](#)**

<sup>1</sup> Accessibility Kit, page 8.

<sup>2</sup> A French-language version of the Accessibility Kit is available on the OCASI site here: [accessibility-kit-french-online-v2.pdf \(ocasi.org\)](#)

<sup>3</sup> Anti-Discrimination and Anti-Racism Resources, [Anti-Discrimination and Anti-Racism Resources – AAISA Toolkit](#)



Saskatchewan Association of  
Immigrant Settlement and  
Integration Agencies

**SAISIA**



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des immigrants de la Saskatchewan

- **The MANSO Anti-Racism Framework** outlines “the need and opportunity for Service Provider Organizations (SPOs) to address systemic racism”<sup>4</sup>. Drafting of the Framework was a collaborative initiative; stakeholders from the settlement sector informed the Framework’s content and design through a sector-wide survey and focus group discussions. **To access an English-language copy of the Framework, visit the MANSO site here: [MANSO Anti-Racism Framework 2022 - MANSO \(mansomanitoba.ca\)](https://mansomanitoba.ca)**
- In May 2021, MANSO was funded by IRCC to develop a sector-wide anti-racism project, which featured training for those working in the sector. The training materials included three workbooks and three videos. **For more English-language information on the Anti-Racism Training Resource Guide, visit the MANSO site here: [MANSO Anti-Racism training resource for the settlement sector - MANSO \(mansomanitoba.ca\)](https://mansomanitoba.ca)**. As part of this project, two anti-racism training videos were also developed. One video is titled **Lean Into Discomfort** and the other **Surviving Racism and Thriving**. **English-language versions of both videos can be accessed on the MANSO site here: [MANSO Anti-Racism Training videos on Vimeo](https://mansomanitoba.ca)**
- Many newcomer-serving organizations looking to advance GBA Plus in their own workplaces may choose to draft an **Anti-Racism, Anti-Oppression Policy** in collaboration with staff, volunteers and community stakeholders. **To access English-language<sup>5</sup> copies of the ARAO Policy developed by OCASI “in consultation with leaders in the equity space<sup>6</sup>”, as well as the accompanying Implementation Guide, visit the OCASI site here: [OCASI Anti-Racism Anti-Oppression Policy | OCASI](https://ocasi.ca)**

### ***Resources for Advancing Gender Equality***

- In 2023, the YMCA of Halifax-Dartmouth launched a **GBV Collaboration Workbook** created through the National Gender-Based Violence Settlement Sector Strategy Project in partnership with IRCC, CISSA-ACSEI, and OCASI, among others. The objective of this resource is to “highlight how increased collaboration between the immigrant-serving and anti-violence sectors can help address barriers and increase safety for those experiencing violence”<sup>7</sup>. **To access an English-language<sup>8</sup> copy of the Workbook, please visit the following link: [GVB Collaboration Tool.pdf - Google Drive](https://drive.google.com/file/d/03f9fb4989834ffd9fdb5a555209233a/view)**

<sup>4</sup> MANSO Anti-Racism Framework 2022, [MANSO Anti-Racism Framework 2022 - MANSO \(mansomanitoba.ca\)](https://mansomanitoba.ca)

<sup>5</sup> French-language copies of the Policy and Implementation Guide will be uploaded to the OCASI site soon.

<sup>6</sup> OCASI Anti-Racism Anti-Oppression Policy: [OCASI Anti-Racism Anti-Oppression Policy | OCASI](https://ocasi.ca)

<sup>7</sup> GBV Collaboration Workbook, page 1.

<sup>8</sup> A French-language copy of the Tool is available on the Project website here: [fb2f0c\\_03f9fb4989834ffd9fdb5a555209233a.pdf \(ngbv.ca\)](https://drive.google.com/file/d/03f9fb4989834ffd9fdb5a555209233a/view)



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Saskatchewan Association of  
Immigrant Settlement and  
Integration Agencies



Association des agences  
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des immigrants de la Saskatchewan

- ***A Future Without Gender-Based Violence: Building Newcomers' Resilience Through Community Education, A Toolkit for Service Providers***, was created through a joint partnership between OCASI and 200 community service providers. Through interviews, focus groups and roundtable discussions, the project collaborators determined “what agencies and their staff need to foster understanding and appropriate responses to gender-based violence within newcomer communities<sup>9</sup>”. **To access an English-language<sup>10</sup> copy of the Toolkit, visit the OCASI site here: [ocasi-gbv-toolkit-english-online.pdf](#)**

### ***Resources for Supporting 2SLGBTQIA+ Staff and Clients***

- AMSSA offers an e-learning course for sector staff working with 2SLGBTQIA+ identifying newcomers; **LGBTQ2I+ Newcomers Critical Issues: An E-Learning Course for Service Providers**. In taking this course, participants will gain an understanding of “discrimination, rights, and challenges of LGBTQ2I+ newcomers in terms of access to healthcare, housing, and employment services”<sup>11</sup>. **To access the full English-language version of the course, visit the AMSSA site here: [LGBTQ2I+ Newcomers Critical Issues: An E-learning Course for Service Providers – AMSSA](#)**
- On their site, AMSSA hosts a series of videos from an e-symposium on the needs of 2SLGBTQIA+ newcomers and recommendations for serving this population. The e-symposium was called **LGBTQ Newcomers: Strengthening Support and Understanding**. **To access the videos, visit the AMSSA site here: [AMSSA E-Symposium: LGBTQ Newcomers: Strengthening Support and Understanding – AMSSA](#)**
- ***The Positive Spaces Initiative*** is a joint effort between OCASI and community partners to “connect you to resources and increase organizational capacity across the sector to more effectively serve LGBTQIA+ immigrants, refugees, and newcomers<sup>12</sup>”. Among other training opportunities and resources, the Initiative created a ***Starter Kit and Checklist*** to help newcomer-serving organizations begin the work of supporting 2SLGBTQIA+

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<sup>9</sup> A Future Without Gender-Based Violence: Building Newcomers' Resilience Through Community Education, A Toolkit for Service Providers, page 10, [ocasi-gbv-toolkit-english-online.pdf](#)

<sup>10</sup> A French-language copy of the Toolkit is available on the OCASI site here: [ocasi-gbv-toolkit-french-online.pdf](#)

<sup>11</sup> From the AMSSA website, [LGBTQ2I+ Newcomers Critical Issues: An E-learning Course for Service Providers – AMSSA](#)

<sup>12</sup> From the Positive Spaces Initiative website, [Home page | Positive Spaces Initiative](#)



Saskatchewan Association of  
Immigrant Settlement and  
Integration Agencies

**SAISIA**



Association des agences  
d'établissement et d'intégration  
des immigrants de la Saskatchewan

newcomers. To access an English-language<sup>13</sup> copy of the Starter Kit, visit the Positive Spaces Initiative site here: [psi-kit-en 0.pdf \(positivespaces.ca\)](#)

### ***Resources for Supporting Children, Families and Youth***

- Created by AMSSA, the **Principles-based Approach to Supporting LINC Learners** is a guide that “supports LINC programs serving newcomers with diverse backgrounds, identities, assets and complex needs”<sup>14</sup> In the tool, PBLA Practice Guidelines are considered. To access an English-language copy of the guide, visit the AMSSA site here: [Guide: A Principles-based Approach to Supporting LINC Learners – AMSSA](#)
- **Parenting School-Age and Adult Children: An EAL Resource Guide for Parents and Caregivers** was created to meet the needs of newcomer parents and caregivers who have reached a Canadian Language Benchmark (CLB) of 3 or higher. The purpose of the guide is to “address some of the issues newcomers may have with regards to parenting school age children and young adults in Canadian society” through the medium of language classes. To access an English-language copy of the guide, visit the MANSO site here: [Parenting School-Age and Adult Children: An EAL Resource Guide for Parents and Caregivers - MANSO \(mansomanitoba.ca\)](#)
- **The Newcomer’s Guide to the Canadian School System** is a resource developed by SAISIA to support the work of Settlement Workers in Schools (SWIS). The resource is a comprehensive guide for newcomer parents to how primary and high schools, both public and private, are operated in Canada and what students should expect once enrolled in school. The Guide includes information on French and other language immersion options. To access an English-language copy of the Guide, please visit the SAISIA site here: [Welcome-to-Canada-and-Your-New-School-The-Newcomers-Guide-to-the-Canadian-School-System.pdf \(saisia.ca\)](#)
- **Working Towards Change: Understanding and Addressing Newcomer Housing Needs** is a report that “provides insights from a year-long research study that explores the intersection of housing and settlement for newcomers to Canada”<sup>15</sup>. The report was created in partnership by AMSSA and United Way BC and was guided by a Housing Advisory Committee. The report “delves into the unique experiences newcomers face

<sup>13</sup> A French-language copy of the Starter Kit is available on the Positive Spaces site here: [psi-starter-kit-french.pdf \(positivespaces.ca\)](#)

<sup>14</sup> From the AMSSA website, [Guide: A Principles-based Approach to Supporting LINC Learners – AMSSA](#)

<sup>15</sup> Working Towards Change: Understanding and Addressing Newcomer Housing needs, [Working Towards Change: Understanding and Addressing Newcomer Housing Needs – AMSSA](#)



Saskatchewan Association of  
Immigrant Settlement and  
Integration Agencies

**SAISIA**



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d'établissement et d'intégration  
des immigrants de la Saskatchewan

regarding housing<sup>16</sup>” and “propos[es] actionable solutions to address newcomer needs”<sup>17</sup>. **To access an English-language copy of the report, visit the AMSSA site here: [Working Towards Change: Understanding and Addressing Newcomer Housing Needs – AMSSA](#)**

### ***Resources for Supporting Community Partnerships***

- If your organization is looking to create or formalize partnerships with community groups and organizations, you may be looking at drafting a **Memorandum of Understanding (MOU)**. The MOU helps to codify the relationship between and expectations of both parties. **To access an English-language MOU template, visit the ARAISA site here: [MOU-Template-for-SPOs-and-Researchers.docx \(live.com\)](#). To access a French-language MOU template, visit the ARAISA site here: [MOU-Template-for-SPOs-and-Researchers FR.docx \(live.com\)](#)**

### ***Resources for Supporting Mental Health and Wellness***

- In 2019, ARAISA hosted a multi-day professional development event for SPO staff on newcomers and mental health. On the last day, participants came together to discuss challenges, promising practices and recommendations related to trauma- and resilience-informed approaches to mental health. The discussions were held within the context of four key areas: clients, staff, organizations and community. The event report on **Trauma & Resilience Informed Approaches to Mental Health** acts as a summary of these discussions. **To access an English-language copy of this report, visit the ARAISA site here: [ARAISA-2019-PD-Report Final.pdf](#)**
- The OCASI **Guidelines on Trauma and Violence Informed Approaches for Agencies Serving Immigrants and Refugees** were created as part of The Mental Health Promotion in Immigrant and Refugee Serving Organizations Project. In partnership with community organizations, the Project “aims to build the capacity of newcomer and refugee services to promote mental health and newcomer wellbeing and respond to mental health issues within their organizations<sup>18</sup>”. **To access an English-language<sup>19</sup> copy of the Guidelines, visit the OCASI site here: [OCASI TVIA Guidelines](#)**

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<sup>16</sup> Ibid.

<sup>17</sup> Ibid.

<sup>18</sup> OCASI, Mental Health Promotion, [Mental Health Promotion | OCASI](#)

<sup>19</sup> A French-language copy of the Guidelines is available on the OCASI site here: [tvia-guide-french-v3-2020.pdf \(ocasi.org\)](#)



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Immigrant Settlement and  
Integration Agencies

**SAISIA**



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d'établissement et d'intégration  
des immigrants de la Saskatchewan

### ***Resources for Supporting Small Centers and Rural Areas***

- In 2021, AAISA created a guide to support those renting residential property to newcomers in rural areas. The resource is called **Building Bridges: A Landlord's Handbook for Cultivating a Supportive Environment for Newcomer Tenants**. An English-language copy of the guide is available on the AAISA site here: [Building Bridges: A Landlord's Handbook \(aaisa.ca\)](#)
- In 2023, AAISA hosted the **Rural Renewal Summit**. In attendance were 59 participants representing municipalities with populations as small as <10,000 and up to 105,000. The Summit connected municipalities across the province with economic development officers, community outreach workers, business retention specialists<sup>20</sup>. **To learn more about the results and key findings of the Summit, access an English-language copy of the Summit report here: [Rural Renewal Summit What We Heard Report \(aaisa.ca\)](#)**

### ***Resources for Working With Survivors***

When working with Survivors (for example, Survivors of Residential Schools and the Sixties Scoop), it is important to be mindful when asking people to educate others by sharing personal stories. Re-living these experiences and discussing them in public may (re)-trigger trauma. Before reaching out to ask a Survivor to speak at an event or share their story as part of a project, conduct research and put supports in place to ensure your organization is operating from a **trauma-informed perspective**. The Canadian Medical Association and Public Health Agency of Canada offer the resources and supports linked below.

**Trauma-Informed Engagement and Resources:** [CMA Patient Voice Guide: Trauma Informed Engagement & Resources](#)

**Trauma- and violence-informed approaches to policy and practice:** [Trauma and violence-informed approaches to policy and practice - Canada.ca](#)

Many Indigenous groups and cultural organizations have **Speakers' Bureaus** where you can connect with Indigenous people who are experienced in public speaking and more accustomed to discussing sensitive and painful life stories in educational settings.

It is a best practice when working with Residential School Survivors to have culturally sensitive mental health supports available during both the planning and delivery of an event or project. **The Resolution Health Support Program** was established as part of the 2006 Indian Residential

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<sup>20</sup> Rural Renewal Summit, What We Heard Report, page 2: [Rural Renewal Summit What We Heard Report \(aaisa.ca\)](#)



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Immigrant Settlement and  
Integration Agencies

**SAISIA**



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d'établissement et d'intégration  
des immigrants de la Saskatchewan

School Settlement Agreement. The Program provides cultural and emotional support, as well as mental health counselling services to Survivors of Residential Schools and their families. These services are delivered by trained Resolution Health Support Workers, many of whom are Residential School Survivors themselves or impacted by the inter-generational effects of the abuse and violence perpetrated.

For more information on the Program and how to access it in your area, visit the Government of Canada website here: [Indian Residential Schools Resolution Health Support Program \(isc.gc.ca\)](https://www.isc.gc.ca)

Some provinces, including British Columbia<sup>21</sup>, Alberta<sup>22</sup> and Manitoba<sup>23</sup>, also maintain their own 24-hour Residential School Crisis Hotlines.

### *Other Tips for working with Survivors, Elders and Knowledge Keepers*

- It is a best practice to present an offering to the person(s) you are asking to join your initiative. What constitutes a culturally appropriate offering differs across Indigenous cultures. You will need to do research to determine how to proceed in the context of your geographic area and the initiative you have planned.
- It is a best practice to offer a monetary honorarium. Different amounts are offered depending on the amount of time and energy you are asking the person to commit to your initiative. For information on current standard rates in your area, you can reach out to an Indigenous-run organization.
- It is a best practice when working with Survivors to offer funds to cover transportation costs, whether this is airfare, mileage or a reimbursement for taxi fares.
- If a meal is being served at an event, your Indigenous partner(s) should be invited to join, even if their role in your event has already concluded.

### ***Resources for Supporting Truth and Reconciliation***

- Developed by MANSO in partnership with Immigration Partnership Winnipeg, **Askii Akawa Asotamaatowin: Land and Treaties EAL is a curriculum to be used in LINC programs** as well as more informal program contexts like conversation circles and one-on-one tutoring. The curriculum is “intended to assist teachers and volunteers in introducing newcomers to the foundational history of Indigenous nations and their

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<sup>21</sup> Government of British Columbia: [Supports for Residential School Survivors | HelpStartsHere \(gov.bc.ca\)](https://www2.gov.bc.ca/gov2/helpstarts/HelpStartsHere.aspx)

<sup>22</sup> Native Counseling Services of Alberta: [Residential School Health Support Program | NCSA](https://www.ncsa.ca/)

<sup>23</sup> Government of Manitoba: [Province of Manitoba | inr - Manitoba Indian Residential Schools \(gov.mb.ca\)](https://www.inr.mb.ca/)





Saskatchewan Association of  
Immigrant Settlement and  
Integration Agencies

**SAISIA**



Association des agences  
d'établissement et d'intégration  
des immigrants de la Saskatchewan

historical and contemporary contributions to the development of Canada”<sup>24</sup>. **To access an English-language copy of the EAL curriculum, visit the MANSO site here: [EAL Curriculum - Askii Akawa Asotamaatowin: Land and Treaties - MANSO \(mansomanitoba.ca\)](#)**

- In 2020, AMSSA launched a sector tool in the form of a booklet called **Disrupting Current Colonial Practices and Structures in the Immigration and Non-Profit Sector**. The purpose of the tool is to “activate settler reflexivity as a currently missing step in the centering of Indigenous presence and Indigenous knowledge when confronting current colonialism”<sup>25</sup>. **To access an English-language copy of the booklet, visit the AMSSA site here: [AMSSA Booklet: Disrupting Current Colonial Practices and Structures in the Immigration and Non-Profit Sector – AMSSA](#)**
- The **Information for Newcomers to Canada: Truth and Reconciliation brochure** was developed by MANSO in partnership with students at Red River College Polytech and Elder Paul Guimond. The brochure aims to “provide information to newcomers to Canada on the true history of Indigenous-settler relations, in support of the Truth and Reconciliation Commission of Canada’s Call to Action #93. **The brochure is available in Arabic, English, French, Russian, Spanish, Tagalog, Tigrinya, and Ukrainian on the MANSO site here: [Multilingual brochure: Information for Newcomers to Canada: Truth & Reconciliation - MANSO \(mansomanitoba.ca\)](#)**
- SAISIA worked with Indigenous Knowledge Keepers and leaders to develop the **Newcomer’s Handbook to Indigenous Peoples in Canada**. The purpose of the Handbook is to educate newcomers on Indigenous cultures, the significance of treaties and the ongoing impacts of colonialism, residential schools and the Sixties Scoop. **English- and French-language copies of the Handbook are available on the SAISIA site here: [Welcome to Saskatchewan Association of Immigrant Settlement Integration Agencies \(SAISIA\)! We’re a non-profit umbrella organization for settlement and integration agencies in Saskatchewan.](#)**

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<sup>24</sup> EAL Curriculum – Askii Akawa Asotamaatowin: Land and Treaties, [EAL Curriculum - Askii Akawa Asotamaatowin: Land and Treaties - MANSO \(mansomanitoba.ca\)](#)

<sup>25</sup> From the AMSSA website, [AMSSA Booklet: Disrupting Current Colonial Practices and Structures in the Immigration and Non-Profit Sector – AMSSA](#)