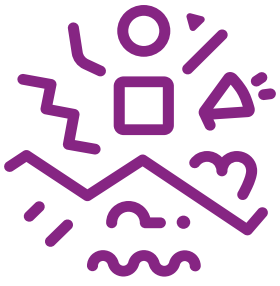
SO/GIE/SC

facilitators
manual

INTRODUCTION

Before the start of the training



Hivos
people unlimited

INTRODUCTION

In this facilitator's manual, the information on SO/GIE/SC issues is presented as 'Basic Information'. Presuming you are a facilitator, we urge you to thoroughly read and internalize the text before the training; even in the likely case they already have a prior knowledge on the concepts. In this way, the PowerPoint slides will be of more use in the training. These basic information materials can also be used as handouts during the training.

TABLE OF CONTENTS

ACKNOWLEDGMENTS

ABBREVIATIONS

INTRODUCTION TO THE TRAINING

Please read with care

1. *About the training*
2. *Facilitating participatory learning*

KICK-OFF TO THE TRAINING

MODULE 1: *SO/GIE/SC concepts and terminology*

1.1 *Introduction to gender and sexual diversity*
1.2 *The gender person*
1.3 *Local terminology*

MODULE 2: *Bias, stigma, stereotypes*

2.1 *Mental schemas*
2.2 *Attitudes and stereotypes*
2.3 *Explicit and implicit bias*
2.4 *Real consequences on people's lives*
2.5 *Countermeasures*

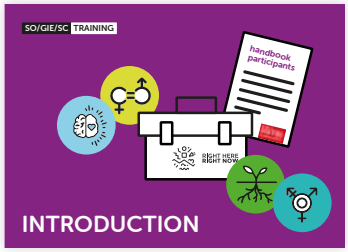
MODULE 3: *Legal frameworks*

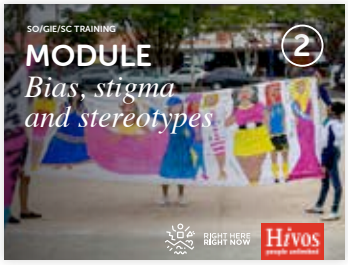
3.1 *Legal situations pertaining to SO/GIE/SC*
3.2 *Advocacy for legal reform*
3.3 *International human rights law related to SO/GIE/SC*
3.4 *Remedies offered by international human rights law and mechanisms*

MODULE 4: *Local advocates panel*

4.1 *Testimonies and discussions*
4.2 *Reflections*

Presentations:

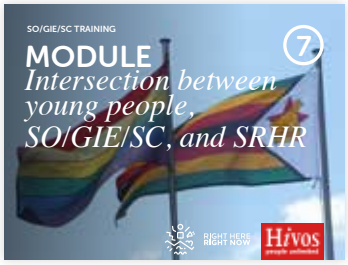




MODULE 5: *inclusive programming*
5.1 *Inclusive programming: What is it?*
5.2 *Inclusive programming throughout the program cycle*
5.3 *Inclusive organizations*
5.4 *Building linkages across movements*

MODULE 6: *inclusive advocacy*
6.1 *What is inclusive and transformative advocacy?*
6.2 *SO/GIE/SC issues in inclusive advocacy*
6.3 *Dimensions of inclusive advocacy*
6.4 *Inclusive and transformative advocacy in practice*

MODULE 7: *Intersection between young people, SO/GIE/SC, and SRHR*
7.1 *Access to SRHR and services for LGBTI youth*
7.2 *Engaging LGBTI youth in SRHR and services*



Acknowledgments

The main body of this training was made by David Kuria Mbote. We greatly acknowledge and value the work and thoughts he put in it. His thinking is reflected in the trainings' emphasis on how we are conditioned to perceive the world around us, and how this can lead to bias, stigma and discrimination. We share his firm believe that we need to become aware of our own biases, before we can change. On the basis of his own ample experience as a facilitator, David emphasized the importance of participatory learning. This led to the inclusion of many exercises and spaces for conversation and exchange. These exercises will allow participants to actively engage in the training, and will help them gain a deeper understanding of the issues discussed.

Aengus Carroll was a second key person in the development of this training. His precise, qualitative and highly relevant reflections on SO/GIE/SC terminologies led to a further fine-tuning of the language and concepts we use in this training. All his contributions were of great value, but his legal knowledge in particular helped to significantly enrich the content of the Module on legal frameworks.

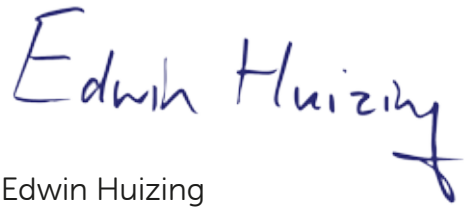
We also owe a big thank you to Saskia Wieringa. Her sociological expertise and knowledge, and her gendered and cross-cultural analysis, helped to strengthen the training and particularly the Module on bias, stigma and discrimination.

Various other persons were involved in different phases of the development of the training. We particularly want to thank Paula Dijk (Rutgers), Amber van Muijden (Choice for Youth and Sexuality), Jacqueline Huizinga (Jacqueline Huizinga tekst & communicatie), Myrthe Veeneman, Marjolein Vermeulen and Sharon Vos (MV Design) for their vital contributions, inputs and design of the training. Hivos staff from our various regional offices and from the global office were involved in the various phases of the development of this training and were engaged in designing, revising training materials, editing, fine-tuning and testing. Here we particularly want to mention Anna Kiebert, Florence Bateson, Tomás Alberto Chang Pico, Ginet Vargas, James Wang'ombe Muthee, Ruth Njambi Kimani, Inez Hackenberg, Jonta Saragih, and Jonathan Huseman.

The development of the training was led and coordinated by Karen Hammink.
Her commitment and perseverance have contributed greatly to the realization and quality of the training.

This training is developed within the framework of the program Right Here Right Now and aims to particularly serve the eleven platforms and eight consortium members that are part of it. The program is financially supported by the Dutch Ministry of Foreign Affairs, and led by Rutgers. We thank them for making it possible to develop the current training material.

Thank you to all of you for dedicating your time, energy and brainpower to making this training as complete, meaningful and relevant as possible!



Edwin Huizing
Executive Director
Hivos

RIGHT HERE RIGHT NOW

Right Here Right Now (RHRN) is a global advocacy partnership in pursuit of the fulfilment of young people's sexual and reproductive health and rights (SRHR) – free from stigma, discrimination and violence. In ten countries and one sub-region, across Africa, Asia and Latin America, and at international level, we strengthen the capacity of young people and civil society organisations to advocate for joint sexual and reproductive health and rights. Ultimately, we want to reinforce institutional accountability, and realise the adoption, budget allocation and implementation of SRHR-progressive and inclusive policies. The program is funded by the Dutch Ministry of Foreign Affairs and led by Rutgers.

DISCLAIMER

Please note that we did our utmost best to ensure that all materials and photos used are correctly referenced and that consent was given. In case you notice that we did publish any material that does not fulfill this requirement, please contact us immediately.

Abbreviations

ACHPR	African Court on Human and Peoples' Rights
AICHR	ASEAN Intergovernmental Commission on Human Rights
ASEAN	Association of Southeast Asian Nations
ASRHR	Adolescent Sexual and Reproductive Health and Rights
CSO	Civil Society Organization
EHCR	European Court of Human Rights
GSD	Gender and Sexual Diversity
HRC	Human Rights Council
IDAHOTB	International Day against Homophobia, Transphobia and Biphobia
IACHR	Inter-American Court of Human Rights
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant on Economic, Social and Cultural Rights
KP	Key Populations
MSM	Men who have Sex with Men
NGO	Non-governmental organization
NHRI	National Human Rights Institution
LGBTI	Lesbian, Gay, Bisexual, Transgender and Intersex persons
OAS	Organization of American States
OHCHR	Office of the United Nations High Commissioner for Human Rights
SRHR	Sexual and Reproductive Health and Rights
SO/GIE/SC	Sexual Orientation / Gender Identity and Expression / Sex Characteristics
UPR	Universal Periodic Review
WSW	Women who have Sex with Women
YP	Yogyakarta Principles
YP +10	Yogyakarta Principles plus 10
ILGA	International Lesbian, Gay, Bisexual, Trans and Intersex Association

Introduction

Diversity and inclusion are key elements for societies to thrive. When people feel free to openly be who they are, in all their diversity, they experience more personal well-being, are better able to explore and develop their talents and make use of their full potential.

In practice however, persons that identify as lesbian, gay, bisexual, trans, intersex (LGBTI) experience numerous obstacles that hamper their possibilities to live fulfilling and happy lives. In seventy countries around the globe, people are criminalized for the mere fact they are attracted to persons from the same sex. In several countries this is even punishable by death. Even in countries where same-sex sexuality is not criminalized, equality before the law is still a pipe dream and sexual, gender and sex minorities experience stigma, discrimination, exclusion and, oftentimes, plain violence just for being who they are and loving who they love.

We, as human beings, hold the key towards the creation of better societies. We should put an end to 'othering' and to the devaluation of our fellow human beings. Instead, we should become aware of the richness of our human diversity and acknowledge that sexual orientation, gender identity and expression, and sex characteristics (SO/GIE/SC) are part and parcel of each and every one of us. We need to understand, recognize and embrace this diversity in order to create peaceful, just and sustainable societies.

This training contributes to that goal. It increases our knowledge about human diversity when it comes to SO/GIE/SC, and creates awareness of our blind-spot and biases, and the consequences they have on the lives of other people. Through exercises and knowledge-sharing, the training also provides concrete tools to apply that understanding in practical programming and advocacy.

This training consists of a facilitator's manual and accompanying PowerPoints that can be used in the training.[1] It is intended to guide and support facilitators in preparing and giving the training. The manual starts with quite an extensive, but crucial, introductory section that explains why we use the term SO/GIE/SC throughout the training, as well as why we mostly use the term 'sexual, gender and sex minorities' instead of the much-used abbreviation 'LGBTI'. It then continues with a section about the purpose and structure of the training. Here you can also find a description of the Modules that this training consists of. A final introductory section provides you with insights about the trainings' approach to participatory learning. Together, these sections provide important information for the preparation of the training, while it also looks at your role as a facilitator.

---

[1] *Participant hand-outs are in development*

After these introductory sections, the training starts with a kick-off module, followed by seven training Modules. The first two Modules are particularly essential, while the other Modules build on them. Together, these Modules provide a comprehensive understanding off SO/GIE/SC.

We hope that, by the end of this training, participants will not only have a deeper understanding on SO/GIE/SC issues, but will also increasingly commit to ensuring the human rights and dignity of sexual, gender and sex minorities are upheld.

On SO/GIE/SC

When providing training or education on global or multi-cultural sexuality and gender identity issues, a challenge of terminology emerges. In light of the purpose of this training, this challenge is particularly important to consider, and can contribute to interesting group conversations and processes.

Essentially, the main aspect of the challenge can be explained like this: in the Western world we tend to speak of men who are romantically or sexually attracted to other men as being 'gay' (or 'bisexual' if attracted to women as well). Likewise with the word 'lesbian', that is used to refer to women who are romantically or sexually attracted to women. However, not every woman around the world who is attracted to other women would self-identify as 'lesbian' or 'bisexual', or every man would identify as 'gay' or 'bisexual'. In fact, many such men and women might very much reject such labels as being offensive or political, and see such identity labels as being imposed upon them by others (and indeed inviting danger should the label stick to them).

This challenge becomes especially evident when speaking about gender. In the Western world, there are two genders historically referred to: male and female. These gender descriptions are linked to the biological sex of a child and are assigned at birth. This conception is binary in nature. Culturally, these genders are seen as opposite because there are only two. It is from this binary conception of gender that we get the idea of 'transgender' – crossing genders. However, in various Asian and African cultures, regardless of their biology at birth, gender is assigned later in life and not necessarily fixed. For these cultures, the concept of transgender does not really exist, nor does it apply.[2]
In light of these and other considerations, the widely-used acronym 'LGBT' (Lesbian, Gay, Bisexual and Transgender) presents problems when working across the world's regions. The 'LGBT' acronym refers to a set of identities that are familiar to the Western world (indeed they are the first letters of very specific English language that does not translate easily into other languages, such as Arabic). Of course, peoples' identities are core to their sense

---

[2] *For a good article on African identities, read this article in Medium (October 9, 2017). "The Splendor of Gender Non-Conformity In Africa." https://medium.com/@janelane_62637/the-splendor-of-gender-non-conformity-in-africa-f894ff5706e1*

of self and their sense of belonging in their worlds. As such, as trainers, just by using the LGBT identifiers we can inadvertently exclude or make invisible all those world identities that do not conform to this Western notion of sexual and gender diversity.

Fortunately, there is a solution. Rather than referring to peoples' identities, and centering training and education around that concept, we should think of gender and sexuality as core elements of what makes a person human – as parts of one's human status. Seen from that perspective, everyone on this planet has **a sexual orientation (SO)**, however people might name it or identify themselves with it. Likewise, every human being has a **gender identity (GI)**, regardless of how people call it. From this viewpoint, it is possible to approach both universal and localized discussions about sexuality and gender, and have participants in trainings look at the statuses held by an individual or group. Based on those statuses (sexual orientation and gender identity, or **SOGI**) we can raise questions and embark upon participative exercises that look at the issues that need to be addressed. These can concern ourselves, public attitudes, various policy and social settings, discrimination or be related to violence or harms visited. This is a far more inclusive, respectful and culturally acceptable approach to training on sexual and gender diversity in the global context.:

It is from these considerations that throughout the document, we generally speak of 'sexual and gender diversity', 'sexual and gender minorities', 'sexual orientation', and 'gender identity', while we minimize the use of the shorthand (and perhaps more personable) 'LGBT people'.

In fact, we also refer to two other elements, namely 'gender expression' and 'sex characteristics'. Both need a brief explanation (formal definitions supplied in the glossary below). Someone's 'gender expression' refers to how one may act or dress or present oneself in public. Indeed we all express our genders constantly, and as such 'gender expression' is considered a part of the human status. We therefore find that the term 'gender identity' should be accompanied by 'gender expression', generating the acronym **GIE – gender identity and expression**. However, it is important to note that gender expression and gender identity, though linked, are not necessarily dependent on each other – this is explained in Module 1. In Western cultures, boys wear blue, girls wear pink, etc., and problems typically emerge when boys wear pink dresses. This is an issue of gender expression, not of gender identity. If the same boy then claims he knows himself as being a girl, the issue crosses into a gender identity issue.

In more recent years, people who are born with variations in their sex characteristics, often known as intersex persons, may share a number of concerns which are encountered by gender minorities – these have to do with rights to identity, bodily integrity, and stigmatization, among others. In this light, one would speak of 'sex minorities'. As such, in recent years the intersex movement has, in part, aligned with the sexual and gender minorities' movements, certainly in terms of claims based on the human status of **sex characteristics** (every human has sex characteristics). When we add this to the status of SOGIE, we get SOGIE**SC**: Sexual Orientation, Gender Identity and Expression and Sex Characteristics. In addition, we speak of 'sexual, gender and sex minorities'. In line with many intersex acti

vists, we do not view intersex status as an identity, and are aware of the use of the term 'LGBTI' does bring about the risk of conflation and therefore generally try to avoid its' use.

Finally, we want to dedicate some attention to the word 'queer' that is often referenced in the acronym 'LGBTIQ' or 'LGBTQ'. As a term of reference, 'queer' denotes within Western societies another view on sexual and gender and sex minorities. It refers to people who may identify as 'pansexual' (not limited in sexual choice with regard to biological sex, gender, or gender identity), or 'gender-fluid' (moving continually between genders), and various other expressions of self. Most relevant to this training, increasing numbers of young people would categorize themselves within these paradigms rather than within the categorization of LGBT. However, others might find this label stigmatizing.

Having established the concept and rationale for using 'SOGIESC' and mostly avoiding 'LGBTIQ' to indicate the individuals and groups referenced, it is important to be aware of and communicate that each of the three statuses have entirely unique fields of history, activism and experience. You will see that throughout the document we indicate these by referring to SO/GIE/SC. In this way, it is instantly evident that the three separate states, albeit linked in parts, are being referenced. It allows the freedom for trainers and participants to disaggregate in their conversations and exercises, without feeling that all statuses must be referenced at the same time or in equal measure; this could lead to the error that all statuses share all issues, which they don't. Importantly, it allows participants to discuss and understand both the collective and the specific issues aligned to each grouping.

Some further brief considerations regarding usage of 'LGBT' or 'LGBTI':

1. While many activists outside of the global north and west use the 'LGBTI' language – it is not entirely alien - they are also inclusive of localized and historical identities. Often the language of LGBTIQ is used for donor work, international work and media work, while more local terminologies are used to actually work with the specific groups and around local level advocacy.

2. Using a Western acronym is frequently framed as yet another type of foreign dominance or colonization of language and culture. For various activists around the world, such terminology acts to erase their indigenous identities, and disappear their nation's history and relationship with sexual, gender and sex diversity.

3. In terms of achieving rights, the phrase 'LGBT rights' (or 'LGBTI rights' or 'gay rights') can actually be particularly harmful to the movement in some countries. This is because all around the world, opponents to equality and integration of sexual, gender and sex minority populations make the accusation that it is 'special rights' that are being sought. In fact, the opposite is true: SO/GIE/SC advocates fight for the application of international human rights law and standards to them – nothing more. For this reason, throughout the training we aim to speak about either 'human rights of LGBTI persons' or about 'human rights related to SO/GIE/SC'.

In conclusion, we tend to lean away from using the LGBTI categorization in this manual and advise to follow this line throughout the training. This does not mean that the term 'LGBT' or 'LGBTI' (adding the 'I' only when related so issues related to 'sex minorities') is not found in this manual at all, but we prefer the term 'SO/GIE/SC', or 'sexual, gender or sex minorities'. Perhaps slightly more linguistically awkward, the precision achieved by using these terms in an educational tool such as this is worth it. It's important to reiterate that we fully understand that the LGBTI nomenclature is important to people who identify under it – we just feel that it will not do justice to the global history and actuality of sexual, gender and sex diversity in the world and will not do apply to everyone in the world who is sexually or gender diverse.

1.
About the training

PURPOSE

First of all, this training aims to increase the understanding of the issues people who belong to sexual, gender and sex minority populations (including those who identify as lesbian, gay, bisexual, transgender, or intersex) are confronted with and how this impacts their lives. It also aims to raise participants' awareness of their ideas and attitudes in relation to sexual orientation, gender identity and expression and sex characteristics (SO/GIE/SC), and introduces them to related terminologies and concepts. It provides information on SO/GIE/SC-related issues, with particular focus on the importance of understanding and upholding the human rights of people, regardless of their sexual, gender or sex status. It aims for participants to (further) develop inclusive attitudes and practices when it comes to the respect for, and inclusion of, SO/GIE/SC-issues and human rights in their daily work, and provides practical guidance on how to do so. As it is developed in light of the Right Here Right Now program, this training particularly aims to contribute to the inclusivity of the increase the knowledge and contribute toto ensure the sexual and reproductive health and rights of young sexual, gender and sex minorities.

WHO IS THIS TRAINING FOR?

This training is meant for activists and professionals who want to work towards inclusive societies in which all citizens are able to claim their human rights. The training is relevant for those persons, organizations, groups, platforms and networks that want to increase their understanding on various aspects of SO/GIE/SC, and that want to ensure their work is inclusive of these.

The training can be used for a variety of clusters of people. It is suitable both for people, groups or organizations that do identify as part of the sexual, gender and sex minorities referenced, as well as for those that do not identify as such. But it can also be used for those that only identify within that matrix, or for trainings in which no-one (overtly) identifies as belonging to these populations.

CURRICULUM STRUCTURE

In line with the above, the training is structured to guide participants through a learning process that ranges from raising awareness and understanding about the issues at play, to increasing knowledge and practical ways to move forward and ensure inclusion and human rights of specific populations. The training appeals to diverse learning styles. Ideally, the same group of people participates throughout the entire training in order to benefit from the learning process.

The training has seven Modules, which can be used for a continuous three-day training. While each Module can also be used for a standalone workshop, we recommend that the first two Modules are included in every training, since they are the basis for all other work. While the material is best used for in-person trainings or workshops, with some adaptations parts of it can also be used for online trainings or webinars.

Each of the seven units consists of two major sections:

1. Basic factual information on SO/GIE/SC issues, aimed to increase knowledge on concepts, terminologies, and current debates.
2. Exercises and guided (group) conversations to promote self-reflection, ask questions, and share ideas.

For the training there are three types of tools available:

1. A facilitator's manual (which you are currently reading)
2. PowerPoint slides that accompany the facilitator's manual
3. Working materials that either support you as a facilitator or that support the exercises

In this facilitator's manual, the information on SO/GIE/SC issues is presented as 'Basic Information'. Presuming you are a facilitator, we urge you to thoroughly read and internalize the text before the training; even in the likely case they already have a prior knowledge on the concepts. In this way, the PowerPoint slides will be of more use in the training. These basic information materials can also be used as handouts during the training.

With every sub-Module lecture presentation, the training provides exercises in the form of personal reflection and/or group exercises. We encourage you to review and, if needed, adapt these exercises to their training context as well as to the group composition. Basically, we strongly recommend that you prepare yourself thoroughly before the training, including the exercise sessions, using suggested methods, tools and approaches.

OVERVIEW OF THE MODULES

Kick-off Module: The training starts with a kick-off. You, as the facilitators, share the objectives of the training, set the space and allow for participants to get to know each other.

Module 1: Explores concepts and terminology related to SO/GIE/SC to create a shared understanding of the language used around SO/GIE/SC issues and human rights of those who identify as LGBTI or who use other self-defining descriptors. The Module also engages participants in discussions about the impact of language on health, safety, and the overall wellbeing of sexual and gender minorities in society.

Module 2: Module two looks at how human beings obtain unconscious ideas about the world around them, and how these influence thoughts and actions. This knowledge is helpful in understanding why many people around the world harbor bias against sexual or gender diversity, and how this affects their (in)actions. By understanding the way our brain works and categorizes information, and by exploring the way we sub-consciously schematize the world, we can become more aware of the stereotypes and attitudes that we hold and our implicit biases that underpin these.

Module 3: This Module introduces participants to the legal and policy frameworks around how human rights relate to SO/GIE/SC. As we speak, approximately 70 countries still criminalize same-sex sexual conduct among consenting adults, and many do not provide for legal recognition of one's gender identity.[3] Furthermore, in countries where there are no abjectly repressive laws in this regard, legislation that explicitly protects or promotes human rights of LGBTI persons is absent. In this Module, participants explore some central legal redress mechanisms.

Module 4: This Module brings local sexuality and gender identity advocates to a panel discussion with the participants. It is important to set up this panel in close collaboration with local advocates, whenever possible, and to ensure the safety and security of panelists.[4] This panel discussion offers a chance for the participants to meet and engage with local SO/GIE/SC advocates and legal experts. For some

---

[3] *This number is changing constantly, with a downward trend, therefore we write "approximately" 70 countries.*

[4] *In case there are participants or groups in the training who identify as LGBTI, involve them closely in the preparation and implementation. We provide some additional information on safety and security in chapter 2. In the kickoff section, we include a paragraph on safety and security that helps you discuss this matter and make agreements with the group. If you need further information or support on this issue, you can approach Hivos for expertise and/or to connect to Hivos' local network on safety and security experts.*

people, it may be the first time that they meet someone who openly identifies as lesbian, gay, bisexual, transgender or intersex, or by whichever nomenclature in which they self-define. The participants will hear insightful and possibly compelling narratives about personal struggles and timely recommendations for inclusive advocacy and programming. In areas where holding 'in-person' panel discussion is not possible, we encourage you to find other ways to create understanding of the lived experiences of the individual, like for example by screening one or several short films and having a discussion about it.

Module 5: This Module introduces participants to the concept of inclusive programming. Inclusive programming is about reflecting on the work that participants are engaged in on a daily basis. How can they integrate diversities, particularly the human rights and other issues related to SO/GIE/SC, and ensure inclusion in their day-to-day work activities?

Module 6: This Module introduces participants to the concept of inclusive advocacy. It is about the terms of participation in society, and ensuring that the voices of sexual, gender and sex minorities in all their diversity are heard and respected. For a long time, the human rights relating to LGBTI persons were seen as esoteric rights, rather than being part and parcel of the corpus of mainstream human rights. Inclusive advocacy is about the actual inclusion and integration of the populations concerned, beyond tokenism.

Module 7: This Module highlights the intersections between SO/GIE/SC, Sexual and Reproductive Health and Rights (SRHR) and human rights, with a focus on young people. Increasingly, governments and civil society organizations (CSOs) are beginning to consider the specific needs, demands, ideas and rights of young people in their SRHR programs. But, are sexual and gender identity diverse young people and their issues adequately represented? Even more fundamental, what are the SRHR issues for young people that relate to SO/GIE/SC? This Module seeks to provide guidance on how to address these aspects, and facilitates a conversation between participants.

2.

Facilitating participatory learning

TRAINING'S APPROACH TO LEARNING

The training is designed for group learning in a participatory and interactive way, encouraging exchange between the facilitators and the participants. Working with others helps participants develop common understanding of what needs to be done, set group norms for inclusive attitudes and behaviors, support each other in working for change, and monitor the results.

To help participants understand and internalize the information provided in this training, we included a diversity of exercises. These encourage participants to actively contribute through group work and personal reflections, so that they can become increasingly self-aware of their own and community-wide attitudes and assumptions. The discussions and exchange of ideas promoted by this training's approach will enable all participants – regardless of the expertise they may already have - to gain new knowledge and increased understanding.

LEARNING OUTCOMES

Throughout this training, participants will:

- look critically at the formation process of attitudes and stereotypes relating to SO/GIE/SC
- look critically at their own attitudes towards persons that belong to sexual, gender and sex minorities
- interrogate how these attitudes and stereotypes impact sexual, gender and sex minorities
- gain better understanding of sexual, gender and sex diversity concepts and human rights issues
- work practically to challenge SO/GIE/SC-related stigma and discrimination, and develop new codes for inclusive advocacy and programming
- deepen their understanding about the interrelation of Sexual and Reproductive Health and Rights (SRHR) and SO/GIE/SC, with a focus on the impact on the lives of young people.

The training space is designed to be a safe space where participants can move beyond a purely intellectual or abstract view of SO/GIE/SC-related concepts.

PREPARATION

This facilitators manual is intended to guide and support trainers in preparing and giving the training. It provides a detailed outline of each of the Modules, which we recommend to read thoroughly. The manual provides useful information for you, as a trainer, on the methodologies used in the training and while it also provides guidance in preparing the training. You can also use this manual as a resource document, for example in relation to the legal framework.

The facilitators manual is accompanied by powerpoint slides, that help to share training-content in a comprehensive manner. The slides and this manual cross-reference to each other. A small picture of each slide is visible in the relevant section of this facilitators manual, while the content of the manual can be seen in the notes-section of the power-point slides.

Each training Module has its own list of materials, and you are expected to prepare the materials in advance. If you plan to use PowerPoint slides, then they should arrive early to set up the LCD screen or projector. Other required materials include nametags, flipcharts and pens, sticky notes, and so forth.

Please note that **Module 2** in particular will require considerable and practical preparation in advance, such as printing name cards, organizing adequate group activity space, and sticky notes. Likewise, **Module 4** - the local advocates' panel - will also require planning and preparation, most importantly the selection of panelists, the set-up and preparation of the content of the session, and ensuring safety of the space. We recommend to also schedule a conversation with panelists afterwards, to enable the sharing of lessons learned, and to reflect together about the session. For **Module 3**, which focuses on the legal aspects of SO/GIE/SC, you might want to consider engaging a legal expert.

FACILITATORS – CHARACTERISTICS AND ROLES

This training is most effective with a team of two to three facilitators. Within such a team, an excellent understanding of SO/GIE/SC and the attendant human rights issues should be present. We strongly recommend that, if context and circumstances allow for it, the training is co-facilitated by persons that openly identify in a sexual, gender or sex minority (for example, as lesbian, gay, trans, hijra, or intersex). It is advisable that at least one of you is a local expert on sexual and gender diversity, as this will help in contextualizing the content to the local situation.

As facilitators you work as a team, supporting each other by preparing materials, writing on flip charts, and/or responding to difficult questions. Throughout the training, you should create a safe and supportive environment, allowing different views to surface (while ensu

ring mutual respect between all participants), facilitate and guide discussions. You should also aim to increase understanding of the issues individuals face, and to build stronger alliances and support for the human rights directly relating to SO/GIE/SC. Creating an open and enabling setting and managing expectations play a vital role in establishing confidentiality and respect. You must either ensure that expectations are met, or indicate that these are not realistic or attainable at the start of the training.

Some participants may have negative attitudes towards the topic. If you expect this is the case, you might want to consider putting more emphasis on Modules 1 and 2. This will allow for these beliefs and opinions to be expressed in a sensitive yet mutually respectful manner; making sure that any stigmatizing beliefs are challenged in a way that does not make participants upset or defensive. The "safe-space" concept should be emphasized at all times and for all participants (below, you will find further guidelines on this).

In order to ensure a participatory process from the start of the training, you should allow the participants to collectively decide on the rules. This should be done by writing the suggested rules on a flipchart – for example, time keeping, respecting everybody's views, turning phones off – after which the participants together decide what rules they think are most important. These rules should be put clearly in a prominent place where everyone is able to read them.

You should ensure that the rules are followed. If a rule is broken, you must intervene, go back to these rules and emphasize that they were decided upon together.

TRAINING METHODS

Each module is broken up in sections, where specific information is shared, and discussions or exercises are conducted. To support this process, PowerPoint slides, other worksheet tools and additional reading materials are provided as an annex to this manual.
The manual is structured into the following sections:

Short lectures:

For the lectures, you will derive content from the training manual. Although these sections are labelled as "short lectures", you should not just share information with participants. Rather, questions are included to encourage a conversation and/or exchange of thoughts between participants, as well as between the you and the group.

Group exercises and group conversations:

This section notes when an exercise will be conducted. The manual provides instructions on how to conduct each exercise. These sections are aimed at engaging participants in activities that will foster discussion, sharing, and learning. They reinforce what has been learned in the lectures, and increase participants' awareness and understanding of:

- the human rights related to SO/GIE/SC;
- the impact of negative attitudes and beliefs related to SO/GIE/SC at a personal and societal level;
- how they can contribute to change this.

A PARTICIPATORY APPROACH

This facilitator's manual uses a variety of participatory training methods, as everybody learns differently:

"Some people will be able to absorb what you are saying if you stand at the front and lecture them. Others will gain new skills and knowledge best by trying things out for themselves. This doesn't mean you have to cater for every learning style at every point of the workshop: the key is to offer a mix of activities and exercises in your workshop."[5]

The diagram below[6] shows how much we remember on average with each of the instructional approaches; the least effective way is reading or listening to a lecture, and the most effective is participating in a role-play or simulation.

5 *Source: https://we.riseup.net/assets/25682/FacilitatingWorkshops.pdf*
6 *Source: https://we.riseup.net/assets/25682/FacilitatingWorkshops.pdf*

This training emphasizes participatory approaches to learning, since this encourages people to think for themselves. Participants actively contribute to the sessions, share information, learn from each other, and work together. Through this way of learning, participants are more likely to take their new insights back to their organizations and communities, and are more able to implement these in their daily work.

Below are some general tips that you can use in your preparations, to ensure that the training is not only stimulating and interesting, but also conducted in a safe space and effective in terms of what the learners take away from the sessions. We advise to read them carefully.

GROUP COMPOSITION, PREPARATION, AND THE ROLE OF THE FACILITATOR

- **The emphasis of the training is likely to vary, based on the purpose of the training and the characteristics of the group of participants. For example, a group of young persons requires a different approach and language than a group of legal experts. Training a mixed group of civil society activists (for example women, LGBT or intersex-identifying people, and young people) probably requires a different emphasis than the training of a group of health professionals. Revise and possibly adapt the content and exercises to fit the experiences, needs and background of the group.[7]**

- **If relevant and desirable, involve participants who overtly identify as LGBTI, as experts. If you, as a facilitator, consider doing so, talk about your ideas about this with the persons you aim to involve before the start of the training. If they agree to be involved as experts and/or share their lived experiences, for example during the panel conversation of Module 4, prepare this thoroughly and jointly with the concerned persons. Check in during the training to see if they are still comfortable with the original plan. We recommend you to meet with them after the training in order to evaluate.**

- **It is highly recommendable to work with two or even three facilitators, depending on the size of the group (see also next bullet point), as well as on the number of training Modules you want to cover. Reserve sufficient time to go over the training before you start, and clearly divide tasks and roles. After each training day, facilitators should evaluate and plan for the following day.**

---

[7] *If you think it might be helpful, check in with Hivos for advice (see the introductory page for contact information).*

- **In regards to the size of the group, if you are with two or more facilitators, groups can have up to 25 participants. If you are only one trainer, we consider 10 participants to be the maximum.**

- **Be conscious that any group, even those that seem homogeneous (for example, only young people) will be diverse in terms of personal characteristics and training needs. In very broad strokes, you can sort participants into four overarching domains: people that focus on purpose and meaning; those that focus on actions; those that focus on relationships; and the people that focus on structures and processes. Your training works best if you can serve and engage them all. In the Working Materials you will find a helpful quadrant that provides an overview of the four main domains.**

- **Bring yourself. Your role as facilitator is important. Be present, respectful and open. For an overview of helpful facilitator capacities, see the Working Materials.**

MANAGE SPACE [8]

- Ensure that the space is prepared before the start of the meeting, so that participants feel welcome.

- If possible, ensure that there are refreshments (coffee, tea, water, etc.) available.

- Consider setting up the room with chairs in a circle, and not have tables in front of the chairs. Tables are useful when there is a need to write, but when using them put up laptops they can also become a distraction, since people might start working on other things, leading to less concentration on the training.

- Change the space and the organization of the chairs to suit your activity and provide variety. You can invite participants to rearrange the space, in order to help create an atmosphere of co-responsibility. Chairs should be moved when needed for small group work. If breakout rooms are available, make use of these for group work. For activities that require the group to move around, shift chairs to the center or side of the room.

---

8 *The current and following paragraphs are largely identical to the introductions from the Health Policy Plus training. Health Policy Plus (2018). "Gender & Sexual Diversity: A Training on Policies, Health, and Gender and Sexual Diversity in Kenya, Facilitator's Guide." Washington, DC: Palladium, Health Policy Plus. http://www.healthpolicyplus.com/ns/pubs/8206-8363_GSDKenyatrainingFacilitatorsGuide.pdf*

GIVE CLEAR INSTRUCTIONS FOR EXERCISES

- Explain the exercise one step at a time.
- Keep your instructions simple and clear, and use examples to help with participants' understanding.
- If participants look confused, check if they understand instructions: "What are you being asked to do or discuss?"
- For the group exercises, go to each group to check that they have a clear understanding of the task.

DIVIDE INTO GROUPS QUICKLY AND EFFICIENTLY

- When dividing participants into groups, the aim is to avoid having very homogeneous groups, or groups of people that already know each other.
- Keep changing group members for each exercise.
- Be creative when dividing participants into groups and turn this process into an energizer if you need to get people moving.
- After groups have done their work, you generally ask them to report back. This does not always have to be extensive – for example, you can ask some participants to present a remarkable conclusion, or to share main eye-openers.

MANAGE TIME

- At the start of each day, share the objectives and agenda of that day. You might want to write it down on a flip-over and/or share it in a printed program.
- In a short training program, there is not enough time to go in-depth with all the issues that are raised. You will need to manage time carefully or your overall objective will be lost.
- Know how much time you need for each session and work with these time limits. Do not allow sessions to drag on too long.
- Remember, group work takes more time than you expect. Plan enough time for groups to do their work. Be aware that you will also need to allocate time for groups to report back.

ENSURE SAFETY OF THE SPACE

- Ensure that the organizer of the meeting has engaged with the staff of the venue before the meeting takes place. It is important that they are provided with information and are sensitized.

- Jointly discuss and decide on rules around safety and security. Make sure to remind participants of these rules at the beginning of each training session, and at any other times you feel necessary. You might want to consider having the rules visibly written down in the room.

- In case offensive remarks are made or you notice that people do not feel safe to speak out, refer back to the rules and pay additional attention to trust-building exercises.

- Take a leading role as facilitator. For example, in case you feel participants might voice un-respectful remarks or comments, ask people to write down comments and share these with you, instead of having participants share comments verbally and directly in the group. This allows you to channel, revise and possibly rephrase comments. In such case it is also important to schedule a separate conversation with those people making offensive remarks, share your concerns about their attitude, and ask them to stop showing such behavior.

- In the kick-off Module there is a session about safety and security, that helps you address these issues.

FACILITATE DISCUSSION

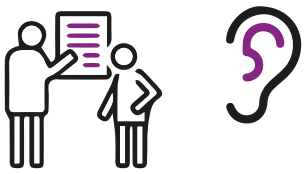
- Ask open-ended questions to encourage different opinions, and to encourage all participants to talk and contribute.

- After asking each question, listen carefully to what each person says. Give them your full attention and concentrate on what they are saying.

- If you listen actively, participants will know that they are being heard and understood. This encourages them to be more open about sharing their experiences, thoughts, and feelings.

- Rephrase, or summarize, what someone has said in your own words. For instance, you can say, "What I heard you say is that you want to..." The aim of rephrasing is to show the participant that you value what she / he / they said, to help clarify, and to help others contribute their own ideas.

DE-BRIEF AFTER EVERY GROUP EXERCISE



- Debriefing is more than just asking your group to circle up and asking a few questions.
- The first step in learning is engaging the brain. This training offers a variety of exercises and discussion techniques that are interactive and meaningful, to help people engage with the topic.
- Ask open questions that start with, for example, what, why, how or when. Refer to what happened during an exercise to get the discussion off to a good start. For example, "What happened after you did this exercise?"
- Relate the exercise to the objectives of the Module and add meaning to it. For example, "Why do you think we did this exercise?"
- Ask questions that help participants think through and discuss future behaviors and goals. For example, "How can you act differently next time?"

DE-BRIEF AFTER EACH DAY

For a training that lasts more than one day, ensure that there is a de-brief of the previous day. This can also serve as a kick-off exercise for the day. It does not need to be exhaustive, but can include some highlights of the previous day as well as a personal lesson, insight or inspiration. You can also ask one of the participants of the training to do this. Make sure to ask this before the start of the training.

USE ENERGIZERS

- A full day of training can be tiring. Pay attention to participants' energy levels and use energizers when needed throughout the day.
- Energizers also provide an opportunity to break the seriousness of the conversations, and can literally help participants to re-energize.
- Be conscious of the fact that people have varying levels of comfort, and not everyone likes to be close to people or to be touched. This is something to keep in mind when selecting an exercise.

You can ask the participants if anyone would like to facilitate an energizer. The best is to assign this task to people beforehand. If there are no suggestions, in the footnote you find two documents that have a rich variety of energizers, from which you can choose the ones that are appropriate to your specific purpose and context, and that you can customize for your needs. [9] [10]

[9] *https://sixth.ucsd.edu/_files/_home/student-life/icebreakers-teambuilding-activities-energizers.pdf.*
[10] *https://www.aidsalliance.org/resources/467-100-ways-to-energize-groups*