

# SO/GIE/SC

## facilitators manual



### MODULE 4

*Local  
advocates panel*



# 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. This panel discussion offers a chance for the participants to meet and engage with local SO/GIE/SC advocates and legal experts. For some 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 a person self-identifies. 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 4

## DESCRIPTION

This Module introduces participants to persons that share their lived experiences of belonging to a sexual, gender or sex minority in their country. Through a panel discussion, they share aspects of their personal and professional lives. Participants begin to understand how the concepts and terminologies acquired in the previous Modules are realized at a personal level. Moreover, as panelists share their personal stories of stigma and discrimination, trainees are able to humanize the lessons on real life impact of bias and discrimination learned in Module 2, and how this manifests in their countries.

## LEARNING OUTCOMES

*At the end of Module 4, participants will be able to:*

- Name local advocates working on in their country;
- Understand how the concepts covered in Module 1 and 2, and the legal aspects of Module 3, impact on a person's life;
- Recognize the challenges that such persons in their country face on a daily basis.

## STRUCTURE

**P4** **Module 4.1-**  
*Testimonies and discussion*

 **75-100 min.**

**P8** **Module 4.2 -**  
*Reflections*

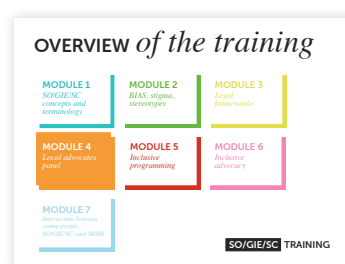
 **20 min.**

**P9** *Sources overview*

## MATERIALS REQUIRED

- Notebooks
- Flipcharts
- Sticky notes (depending on the evaluation method)

Slides:



## 4.1

 75-100 min. total

### *Testimonies and discussion*

#### FACILITATOR TIPS

This Module is done after participants have gone through Modules 1 and 2, and possibly Module 3. This way, participants will be well prepared to understand and be open to engage with the issues elaborated on by the panelists. In case there are

participants in the group who identify as belonging to a SO/GIE/SC minority, they could be in the panel - but then you, as facilitator, will need to have extensively briefed and agreed with them about this beforehand.

#### PREPARATIONS

1. Identify and invite three to five members of the relevant local communities to participate in the panel. If helpful, work together with leaders of the local organization(s) dealing with SO/GIE/SC. Ensure that there is **diversity in the panel** in terms of SO/GIE and SC, and, if possible, socio-economic status, ethnic background, age etc. Also consider the group you are facilitating. For example, if you facilitate a group of young persons ensure to include young persons in the panel.
2. Decide if you want to facilitate the panel yourself, or if another person is better situated and/or equipped to facilitate this session. If you decide you want to involve another person, closely work with him, her or them in the preparative phase.
3. Schedule **one or more specific meeting(s)** with the proposed panelists before the start of this Module. In this meeting you can explain the purpose of this session, so that they are well informed on what the panel will be about. This will also allow them to confirm if they want to participate or not, and if they do, what issues they **do or do not want to share**. Moreover, such conversations will allow you to **jointly** think about the stories panelists want to share, and what specific questions can serve as a guide. Moreover, this first conversation will help panelists to feel more comfortable during the panel conversation. Also ask them if it will be possible to stay during the break after the session, so that informal conversations with participants can potentially take place.



4. This is an opportunity to **tell the panelists more about the specific training**, and also to **help align their stories**. For example, when the training focuses on inclusiveness of sexual and reproductive health and rights (SRHR) for young people, one or more panelists preferably are young persons who identify as belonging to sexual, gender or sex minorities. The panelists can then focus their stories on SRHR issues, such as comprehensive sexuality education, access to information, access to health services, etc. Furthermore, they can specifically refer to the experiences of young persons.
5. Make agreements with the panelists to ensure that the panel conversation will be a **safe space**. Indicate how you want to ensure that safety and check with the panelists if they are happy with this.
6. Even before the panel discussion takes place, plan an evaluating conversation to take place after the panel conversation.



### FACILITATOR TIPS

If it is too risky or sensitive to do a live panel session, facilitators can consider to screen a short (30-60 min) movie or documentary.<sup>40</sup> After that, the facilitator could hold discussions on the human rights issues raised in the film.



<sup>40</sup> Examples are "Out and About" and "m/f/x"

## PANEL CONVERSATION STRUCTURE

7. The panelists will talk about their lives and experiences. Each person does opening remarks. After all panelists have spoken, participants have the opportunity to engage with them by asking questions.
8. Create a mutually respectful environment for both the panelists and for the participants. **The panelists should feel free to not answer any question that makes them feel uncomfortable**, or to rephrase it in a way they can productively engage with. Be mindful of questions raised and ensure that the space is safe from negative comments and questions.

## SETTING UP THE ROOM

Set up a table and chairs for the panelists and moderator at the front of the room.

Make the experience as intimate as possible, with participants chairs no more than three rows deep to ensure close proximity to the panelists.

### PANEL conversation



## MODERATING THE PANEL

9. The panel discussion should be moderated by a person that is confident and who is able to create a **welcoming and safe environment**. As mentioned earlier, this can be you, as a trainer, but can also be another person with specific skills and experience in leading such panel conversations.

## INTRODUCTION

10. Welcome everybody to the session.
11. Do a round of **introductions**. To introduce the panel to the participants in the training, you can use the following logic: "To better understand the lived experiences of people who identify within the SO/GIE/SC matrix, we have found a number of persons that are able and willing to share their personal experiences with you, as well as their thoughts, fears, ideas and inspirations".
12. Explicitly refer back to the **ground rules** that the group has established at the start of the training. If additional rules need to be agreed upon, this is the moment to bring them forward. Ensure agreement on the use of **respectful language** and mutual **respect**.
13. Explain the structure of the panel discussion:
  - **30-45 minute** introductions from the panelists and opening remarks. This depends on the number of panelists and amount of time agreed upon for each intervention. In case there is a group of five panelists, each opening remark should last about 5 minutes. In case there are three panelists, each panelist has a bit more time for opening remarks.
  - **30-45 minutes** of questions and answers.
  - **10 min** for closing.
14. Follow the process below for receiving questions:
  - a. If panelists have all indicated, ahead of the session, that they are comfortable with receiving questions that could be confronting or inappropriate, then let the participants know that they will be able to ask questions by raising their hands during the Q and A.
  - b. If panelists are concerned about the possibility of receiving inappropriate questions, then let participants know that they will need to write questions down on note cards. Cards will be synthesized by the moderator and read aloud as appropriate – after first probing (and possibly having sanitized) the language or content of the question. Collect the cards from the audience and screen them before passing them to the moderator. Inappropriate, offensive, or sexually explicit questions should be omitted.

## START THE CONVERSATION

15. You may want to ask questions to guide panelists through the conversation. Then, the Q and A should be opened up to the audience, giving as much time as possible to address audience questions.

### *Sample opening questions to the panelists:*

- Who are you? (introduction of yourself as panelists)
  - What would you like the participants to know about your life and (advocacy) work?
  - What are obstacles you are confronted with in daily life because of your SO/GIE/SC and how do these affect your well-being and participation in society? Can you share a personal experience that relates to this?
  - What do you need to overcome these obstacles and how can wider (civil) society contribute to this?
  - How do you think (civil) society can become more inclusive of issues related to SO/GIE/SC in their programming and advocacy?
16. You might want to ask the participants to give the panel a round of applause before you go into the questions.

## SPACE FOR QUESTIONS

17. Open the floor for questions. Let participants ask questions directly to the panelists, for example, by asking each participant to direct one question to one of the panelists. You moderate who is asking the question and keep time. In case you feel the space is not safe enough for direct questions, you can ask participants to write their questions down, and then you can make a selection from this or rephrase a question if needed.

## CLOSE THE PANEL

18. After the final question, thank the panelists for their participation, with a round of applause and maybe a small gift.
19. Invite panelists to stay during the (tea) break, so that the participants have the opportunity to speak to them individually. Talking one-on-one is a powerful way to create connections and understanding.

## 4.2



20 min. total

### Reflections

20. After the panel discussion, it is important to take the training participants through a group reflection session to facilitate the internalization of the content learned during the panel discussion. The idea is for each of the participants to sum up at least one key takeaway lesson from the panel discussion.
21. We here suggest two different ways of doing so. Depending on the group you might prefer the first or the second.

#### GROUP EXERCISE



##### *1: The Human rights Support Circle*

- Ask all participants to stand in a circle, shoulder to shoulder.
- Ask participants to answer, in one sentence, what their personal reflections are on any of the issues discussed during the panel discussion.
- Ask participants what has changed for them after the panel.
- People speak one by one, around the circle.
- Add any appropriate closing comments.

#### GROUP EXERCISE



##### *2: Prepare three flipcharts or other large papers, with the following titles:*

- What particularly touched me in the stories I heard.
  - One new thing I learned.
  - One thing I will do differently.
- Hand out post-its and ask participants to write down a post it for each of the categories. Ask participants to paste their post-its on the flipcharts.
  - Ask if some participants want to share their comments.
  - Take some time to jointly reflect on the contents of the discussion and how it relates to their work. This will also be particularly useful in the upcoming Modules of inclusive programming and advocacy.



# MODULE 4

## *Sources overview*



### SOURCES

### MODULE 4: 4.1

<sup>40</sup> Examples are "Out and About" and "m/f/x"