

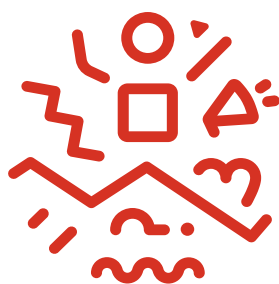
SO/GIE/SC

facilitators manual



MODULE 5

*Inclusive programming
and movement building*



MODULE 5

This Module introduces participants to the concept of inclusive programming. Participants reflect on the work that they are engaged in on a daily basis. How can they consider and integrate diversities, particularly those related to SO/GIE/SC, and ensure meaningful inclusion in their workplaces, the program cycle and their day-to-day work activities?

MODULE 5

DESCRIPTION

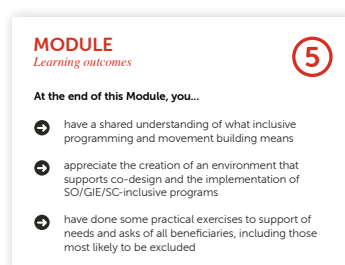
This Module seeks to build a shared understanding of the importance of meaningful inclusion. It also aims to identify the key challenges and opportunities for implementing such inclusion effectively in programs and movements. Participants do an exercise that helps them understand how to improve inclusion throughout their organization's program cycle. In a different exercise they analyze the diversity within their own organizations where they draw out the implications of the current status. They then and jointly reflect about how to ensure that social movements become more inclusive. Our goal is to ensure that SO/GIE/SC issues are considered in programming and movement capacity building, including in work that is not specifically SO/GIE/SC-focused. This requires awareness and deliberate actions in the design and implementation of any given program. By doing so, we aim to work towards positive and inclusive life outcomes for all program participants and beneficiaries, including for those persons that identify as sexual, gender or sex minority. The various elements of this Module are best presented in a 'popcorn' format where participants discuss about what inclusive programming is, what its benefits are, and what it looks like in real life.

LEARNING OUTCOMES






At the end of Module 5, participants:

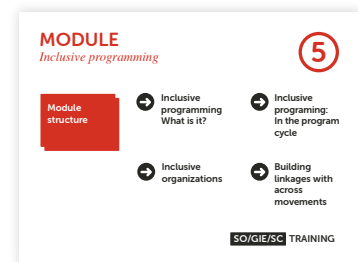
- ➔ have a shared understanding of what inclusive programming and movement building means;
- ➔ appreciate the creation of an environment that supports co-design and the implementation of SO/GIE/SC-inclusive programs;
- ➔ have done some practical exercises to support of needs and asks of all beneficiaries, including those most likely to be excluded.

Slides:



STRUCTURE

- P5 **Module 5.1 - Inclusive programming: What is it?**  30 min.
- P7 **Module 5.2 - Inclusive programming throughout the program cycle**  45 min.
- P9 **Module 5.3 - Inclusive organizations**  75 min.
- P12 **Module 5.4 - Building linkages across movements**  35 min.
- Optional: group exercise*  45 min.
- P17 *Sources overview*



MATERIALS REQUIRED

- Projector and/or LCD Screen
- Telephones or computers with access to internet
- Flipcharts
- A4 paper
- Felt pens
- Sticky notes
- Printouts for each participant of relevant Working Materials and Handouts

5.1

 30 min. total

Inclusive programming: What is it?

FACILITATOR TIPS

Please be aware of, and ensure attention is paid to, the diversity of issues, needs and concerns of the sub-groups that identify within sexual, gender or sex minorities. Importantly, be aware that some participants may not be open about their own deeply-felt identity or sexual orientation. Also be aware of issues of intersectionality.¹ That is, a situation in which several grounds of discrimination interact concurrently, cumulatively compounding

the harms. For example, the multiple forms of discrimination a wheelchair-bound, bisexual woman may face compound each other; each single discrimination is intensified when in combination with others. This is why each person's experiences of discrimination and exclusion generally differs – each person experiences the impacts individually based on his/her/their own situation.

GROUP EXERCISE



25 min.

Purpose: Participants consider SO/GIE/SC in relation to their daily working practice.

1. Start by asking participants if their work has anything to do with SO/GIE/SC. Probe further and ask them how their work relates (or doesn't) to SO/GIE/SC. Try to dive a bit deeper into the matter, and ask participants to give examples of how they think their programs are related to SO/GIE/SC issues (negatively, positively or neutrally), and if and how these programs pay specific attention to the human rights and inclusion of sexual, gender or sex diverse persons (see box for some examples). In case there are participants from LGBTI organizations at the training, you can ask them to discuss the focus and content of their programs, and how they address issues related to SO/GIE/SC and human rights.



¹ Williams, Kimberlé Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color". In: Martha Albertson Fineman, Rixanne Mykitiuk, Eds. "The Public Nature of Private Violence" (New York: Routledge, p. 93-118, 1994). <http://www.racialequitytools.org/resourcefiles/mapping-margins.pdf>

Some examples: as a human rights organization you might want to develop specific expertise about the evolving standards and laws related to SO/GIE/SC. Or, as a health organization, you might want to think through how to ensure that you include the needs and demands of sexual, gender and sex minorities in your health services. How do you ensure that people who identify as part of a sexual, gender or sex minority are treated with equal respect as other patients, and vitally, that their specific needs are considered or accommodated? A youth organization might want to ensure that your communication and training materials do not only represent cisgender, heterosexual youth, and that young people of all sexualities and gender identities are welcome at their events.

2. Ask if anyone knows the expression “Nothing about us without us”. If anyone indicates they do, ask them to share what they believe it means, and why it is important to inclusive programming.
3. Acknowledge participants’ perspectives. Explain that disability activists started using the concept in the 20th century. A 1998 publication of the same name generated much traction, and since then the phrasing “Nothing about us without us” has been an important concept.² The concept seeks to ensure that no decisions are made about beneficiary communities without the direct, meaningful and representative participation of people that belong to that community.
4. Acknowledge that truly inclusive programming requires awareness, and a serious effort to include a diversity of (potential) beneficiaries in all phases of the program. At the same time, it is important that every attempt is made so that program work can be meaningful to all its potential beneficiaries.
5. Now ask participants to turn to their neighbor and discuss, for five minutes, the key benefits and challenges of inclusive programming. This should include SO/GIE/SC-inclusive programming, while considering various relevant intersectionalities.³
6. Ask people to share some of these benefits and key challenges. One of the trainers should write these on the flipchart.



² Charlton, James, “Nothing about us without us: disability oppression and empowerment” (University of California Press, 1998). <https://www.ucpress.edu/book/9780520224810/nothing-about-us-without-us>

³ This concept will be further discussed in paragraph 33 of this Module

5.2

 45 min. total

Inclusive programming throughout the program cycle

GROUP EXERCISE



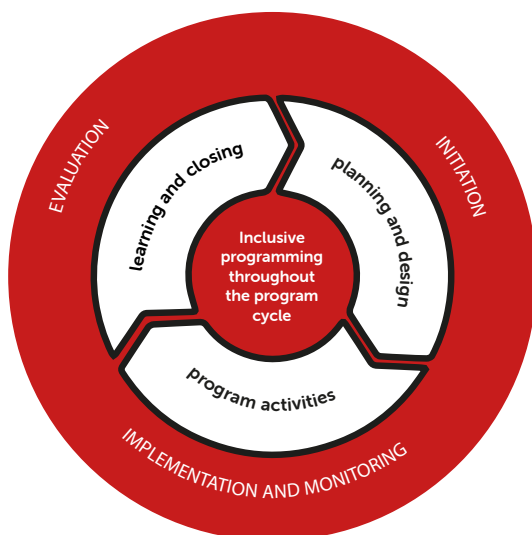
 45 min.

MATERIALS REQUIRED

“Inclusion throughout the program cycle”

- Flipcharts
- Felt pens
- Possibly - small presents

7. Explain the purpose of the exercise: In small groups, participants consider how their organization or program could integrate inclusive programming through each stage of their work.
8. Assign participants to four small groups, either by counting off or, if relevant, grouped based on their professional role (e.g. program officers etc.).
9. Briefly present the phases of the program cycle and the main content of the different phases:
 - Initiation (development of program idea, including needs assessment and analysis), planning and design (including write-up and budgets).
 - Implementation and monitoring (program activities and budget are implemented in line with the plan, and/or adapted if needed, monitoring takes place).
 - Evaluation, learning and closing (evaluate outcomes, ensure and share lessons learned, and take these along for probable next phases, formally close program).



EXERCISE

Inclusive programming throughout the program cycle

5

- Initiation** (development of program idea, including needs assessment and analysis), planning and design (including write-up and budgets).
- Implementation and monitoring** (program activities and budget are implemented in line with the plan, and/or adapted if needed, monitoring takes place).
- Evaluation, learning and closing** (evaluate outcomes, ensure and share lessons learned, and take these along for probable next phases, formally close program).

10. Provide each group with a flipchart or another large piece of paper and assign each group with one of the phases of the program cycle.

11. Ask groups to think of a particular program with a specific target group. It is preferable that the group picks a real-life example of one of the participants. Ask them to write this on their paper.



12. (15 min) Then ask groups to brainstorm about **concrete opportunities** for inclusive programming that considers issues related to SO/GIE/SC. The group should relate this to the assigned programmatic phase, and for their particular program. So for example, if a group is assigned the implementation phase of a program that focuses on comprehensive sexuality education, what opportunities do they identify to include issues related to SO/GIE/SC? What concrete activities or approaches can they think of to ensure this inclusivity happens? Ask groups to write their findings down or draw it out of them through group discussion.

13. (15 min) Ask groups to report on their work to the whole group, giving others the opportunity to ask questions or make suggestions. Identify overlaps.

14. If time allows, groups can vote on the flipcharts, using categories such as “most artistic,” “most thorough,” or other categories that you favor. Give prizes (such as candy or gold stars) to the winning groups. Ensure that all groups end up with a prize.



15. Debrief: Ask participants what they learned from this exercise. Has it helped them to more concretely understand what inclusive programming can look like?



5.3

 60 min. total

Inclusive organizations

16. Explain that to facilitate inclusive programming, it is helpful to have an inclusive organization. Inclusivity can be difficult for organizations to achieve, despite their best intentions. Inclusive programming is something that needs deliberate effort and attention if it is to impact, and it is certainly not something that happens overnight. The ideal situation is one where the membership, staff and leadership of an organization are consciously inclusive of the diversity of the communities they work with.

FACILITATOR TIPS

The aim of this exercise is to examine what norms exist in participants' own organizations, which individuals have most or easiest access to positions of power, and how that impacts on the organization and its work. It is not to identify ways of including people as a sign of tokenism, or even aiming to become all-inclusive overnight, but rather to start an awareness and possibly think of steps towards change.

17. To make such change happen, it is first and foremost important to realize where your organization stands at the moment. The following exercise helps assess that. It is important to note that the exercise is not designed to elicit negative criticism of any sort, but it is meant to assist participants to reflect on the actuality of their current situation, within the context of their work.

GROUP EXERCISE



20 min. total

*“Inclusive organizations”*⁴

MATERIALS REQUIRED

- Flipcharts
- Paper sheets (A4)
- Felt pens
- Handout Module 5 - Inclusive organizations



18. Divide participants according to their organization. If only one person per organization participates, each person should work individually. If all participants work at the same organization, you can divide them in groups of three to four persons.



⁴ Exercise adapted from the Intersectionality Toolkit from the International LGBTQ Youth and Student Organization (IGLYO). IGLYO, “Intersectionality Toolkit” (p.15, 2014). https://issuu.com/iglyo/docs/inter_toolkit, who in turn adapted this exercise from the publication of Nielsen, Mika, “Break the norm! Methods for studying norms in general and the heteronorm in particular”, The Living History Forum and The Swedish Youth Federation for Lesbian, Gay, Bisexual and Transgender Rights, RFSL Ungdom (Stockholm, 2009). <http://www.includegender.org/wp-content/uploads/2014/02/BreakTheNorm.pdf>

- 19.** Provide each group or each individual person with a flipchart (group) or A4 paper sheets (individuals) and felt pens. Ask participants to draw a triangle on the piece of paper. The top part of the triangle represents those who are in positions of power and influence in your organization, who are seen and heard most frequently. The bottom part of triangle are the persons that are least heard or represented in your organization. Hand out a list of imaginary persons with certain characteristics. Use the **handout on inclusive organizations (see annex Working Materials and Handouts)**.

20.5 min. Ask each group or individual person to place the names of these imaginary persons in the triangle. There might be imaginary persons who are not represented in your organization at all. Place these outside of the triangle.



FACILITATOR TIPS

You can adapt the characteristics of the imaginary people on the list (see Working Materials and Handouts) according to the context and specific characteristics of the organizations where participants work.

- 21. Debrief:** Discuss the exercise with the participants. Did it increase their awareness about which people belong to your organization and which do not? Which people does the organization cater most to (relevant documents, language, resources, information, events, etc.), and which least to, or not at all? Does the positioning in the triangle coincide with the groups the respective organization works with? How can this be changed? Think for example about changes in job advertisements and/or sharing these in other circles. Or providing internships for underrepresented groups.

GROUP EXERCISE



45 min. total

“Action planning for inclusion”⁵

Purpose: By doing a concrete exercise with inclusive action planning, participants get practical experience how to ensure inclusivity in their plans and the implementation thereof.

MATERIALS REQUIRED

- Working Materials - Action planning for inclusion
- Action planning sheets
- Flipcharts
- A4 paper sheets
- Felt pens

ACTION PLANNING FOR INCLUSION

5

Action	Discover	It's steps	Identify challenges	Address Challenges	Facilitator summary
What can I do to ensure that different aspects related to LGBTQ+ are included in my work?	What specific aspects related to LGBTQ+ do these actions contribute to?	What key steps do I need to take in order to reach my objectives?	What key steps do I need to take in order to reach my objectives?	What can I do to integrate or address the key challenge(s)?	How can I evaluate progress to see if I achieved my objective? What worked well/could be improved? What are the next steps?
Please take into account the diversity of our group, gender and sex diverse people. Name 2 or 3 actions.					



⁵ Adapted from the Intersectionality Toolkit from the International LGBTQ Youth and Student Organization (IGLYO). IGLYO (2014). Intersectionality Toolkit, p.18. https://issuu.com/iglyo/docs/inter_toolkit

- 22.** Hand out an action planning sheet to every participant (**Working Materials - Action planning for inclusion**). Explain to the participants that action planning can help you move things forwards, regardless of the work and focus of your organization and of your position. This personalized action planning is to help participants identify the actions they, as an individual, can take to ensure issues respect for and inclusion of the human rights of sexual, gender and sex minorities in the work of participants. Action planning is about identifying a specific goal or set of goals participants would like to achieve, and mapping out the steps needed to achieve them.
- 23.** Proceed by explaining the template that you just handed out, and that you also see here below. This template can be used to guide participants through the action planning process, by simply answering each of the questions to thus create their initial improvement plan. This can be done individually, but it can also be done as a group exercise, involving colleagues, leadership, volunteers of a group, organization, or a company, in a joint effort to further reflect and integrate issues related to SO/GIE/SC in their work. If participants do this as part of a program or project, they should consider to integrate the outcomes of this exercise in the regular program or project cycle.

ACTIONS	OBJECTIVE(S)	KEY STEPS	IDENTIFYING CHALLENGES	ADDRESSING CHALLENGES	EVALUATING OUTCOMES
<p>What can I do to ensure that different aspects related to SO/GIE/SC are included in my work?</p> <p>Please take into account the diversity of sexual, gender and sex diverse persons. Name 2 or 3 actions.</p>	<p>What specific objective(s) related to SO/GIE/SC do these actions contribute to?</p>	<p>What key steps do I need to take in order to reach my objective(s)?</p>	<p>What are some of the key challenges I may face in reaching my objective(s)?</p>	<p>What can I do to mitigate or address the key challenge(s)?</p>	<p>How can I evaluate progress to see if I achieved my objective?</p> <p>What worked well/could be improved?</p> <p>What are the next steps?</p>

24. 25 min Ask participants to fill in the action planning sheet, either on a flipchart (group) or A4 paper (individual).

25. Debrief: Ask each participant or group to share the one action that they feel most happy with. Ask if they are willing to give follow-up and commit to this action. It is a personal commitment, there is no monitoring to it. If participants appreciate it, and you as trainer are in the capacity to do so, you might want to email the commitments to each of the participants after 3 to 6 months. Briefly reflect with the group on the results of this exercise. Thank everybody for their participation.

5.4

 35 min. total

Building linkages across movements

FACILITATOR TIPS

Think creatively of linkages between movements that are relevant for training participants. For example, if the participants are largely drawn from adolescent and youth programs, as well as from

the LGBTI movement, then the examples should focus on how the LGBTI movement can build synergies with the youth movement.

GROUP CONVERSATION



30 min.

Purpose: Participants share experiences on inclusive movement-building, that includes sexual, gender and sex minorities, and by doing so learn from each other.

26. Explain that the LGBTI movement bears the same hallmark characteristics as many other social movements. That is, in the words of the Global Fund for Women, “a group of people with a shared purpose who create change together”.⁶ Unfortunately, in many countries organizations and groups work within a certain social movement, but often lack connections to other social movements.
27. Ask participants if they know of any examples of how the LGBTI movement has been able to build linkages with other mainstream movements. It is likely that the health rights movement, specifically for HIV and AIDS, will be mentioned as an example. Or the women’s movement and particularly the linkages with the LBQ women. Other examples include the education sector (regarding bullying or sex education). But more unexpected linkages can also be mentioned. A famous unexpected alliance in the 1980’s was the labor rights alliance in the between striking miners and the London lesbian and gay community.
28. Ask participants to mention likely benefits and pitfalls of such linkages and integrating of LGBTI movements. In terms of benefits, these can be, for example, that a stronger movement results which takes a more integrated and inclusive approach to human rights. In terms of pitfalls you can think for example about the risk of the invisibilization of issues related to SO/GIE/SC, about other organizations possibly not willing to fully and openly engage in the fight for human rights of LGBTI persons, etc.



⁶ See the nice and concise infographic of the Global Fund for Women with the title “What is a movement” <https://www.globalfundforwomen.org/infographic-what-is-a-movement/#.W1rRbmaiHUo>

⁷ See their website “London lesbians and gays support the miners”. <http://lgsm.org/about-lgsmhttps://www.globalfundforwomen.org/infographic-what-is-a-movement/#.W1rRbmaiHUo>



Proceed by lecturing on intersectionality.

- 29.** Explain that in the area of HIV and AIDS programming, gay men, men who have sex with men (MSM) and transgender women are recognized as groups with a high risk of infection, as are sex workers and prison populations. As Richard Parker notes, early history of AIDS activism is perhaps best known for the involvement of gay communities in the United States and other industrialized Western nations.⁸ It can be argued that because of the involvement of these communities, the discourse around HIV and AIDS prevention, treatment and care moved from being solely within a health agenda to including a central human rights focus. Nowadays it is generally accepted that exclusion, marginalization and stigma seriously hamper access to healthcare and services for people living with HIV, particularly true when they belong to the LGBTI community. Indeed, in 2017 UNAIDS commemorated the International Day against Homophobia, Transphobia and Biphobia (IDAHOTB), showing opportunities for cross-movement collaboration.⁹ Do participants know of other successful cross-movement collaborations?
- 30.** It is also important to consider and be aware of possible pitfalls in cross-movement collaboration, such as equivocation of the advocacy agendas or, in the case of HIV, reinforcing stigma by overly associating gay men, MSM and transgender women with this virus.
- 31.** Also within HIV programs, women having sex with women (WSW) have been grossly under-represented, leading to a split between well-funded MSM groups and under-funded WSW groups. The (initial) health focus mentioned above ignored the link with human rights, stigma, discrimination and to a certain extent reinforced heteronormativity. So, these lessons learned should be taken into consideration.
- 32.** Explain that, as noted in Module 3, equality, non-discrimination, inclusion and human rights are the foundational bed-rock of the SO/GIE/SC movements throughout the world. The same can be said for other movements, for example for disability rights, gender equality, and youth rights. The organizations that these movements consist of have much in common, and often experience similar or reinforcing forms of exclusion, discrimination and oppression. It is, therefore, of added value to identify synergies and collaborations across different movements.

BUILDING LINKAGES ACROSS MOVEMENTS

5

In many countries the LGBTI movement is isolated from other social movements. What is the situation in your country?

- What are benefits and challenges of building linkages between social movements? And with the LGBTI movement in particular?

SO/GIE/SC TRAINING



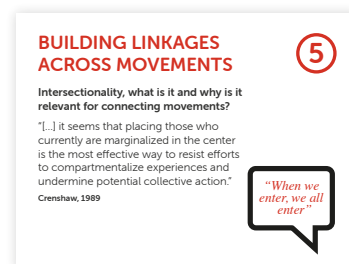
⁸ Parker, R, "Grassroots Activism, Civil Society Mobilization, and the Politics of the Global HIV/AIDS Epidemic" in "The Brown Journal of World Affairs", 17(2), 21-37 (Brown University's Watson Institute for International and Public Affairs, 2011). Retrieved from <http://www.jstor.org/stable/24590789>

⁹ UNAIDS website "Love makes a family: UNAIDS commemorates International Day against Homophobia, Biphobia and Transphobia", (May 16, 2017) http://www.unaids.org/en/resources/presscentre/featurestories/2017/may/20170516_families

¹⁰ Open Society Foundations (August 29, 2017). "Voices: 'Gender Ideology' Is a Fiction That Could Do Real Harm"

33. Feminism, queer theory and social justice are relevant conceptual bases that can help highlight relationships and interconnections between different forms of oppression that mutually reinforce each other.¹⁰

34. The concept of **intersectionality**, discussed above, is an important notion that can either help or hamper collaborations between movements.¹¹ Explain that this concept was first introduced by Kimberlé Williams Crenshaw when describing the intersection between racism and patriarchy, and investigating how identity politics marginalize those at the intersection of both identities. People who sit at the intersections of certain marginalized identities (she provides the example of a black woman living in the US), suffer various forms of overlapping discrimination and exclusion. Crenshaw demonstrates how this remains unseen and unaddressed when only a one-dimensional analytical lens is used. In the case of the black woman for example, her claims are not well understood by the (white) feminist movement, nor by the black (male dominated) movement. Crenshaw notes that the unique experience of the people who sit at intersecting identities can be harnessed to build bridges between movements.



She writes “[...], it seems that placing those who currently are marginalized in the center is the most effective way to resist efforts to compartmentalize experiences and undermine potential collective action.”¹²

35. The concept has been developed, including by Crenshaw herself, beyond race and gender, to include various forms of marginalization, including marginalization based on SO/GIE/SC.¹² This wider use of the concept is now used to provide a framework for our work. To quote Crenshaw: **“When we enter, we all enter”**.

36. Explain that the Right Here Right Now program is such an attempt to support cross-movement collaboration. This program, that builds inclusive platforms in ten countries and one subregion, aims to strengthen young peoples’ capacities for joint advocacy on issues related to SRHR. The program particularly focuses at the intersection of age (youth), gender and SO/GIE/SC.

Ask if participants know of similar efforts to stimulate cross-movement collaboration.



¹¹ Williams, Kimberlé Crenshaw, “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics” (University of Chicago Legal Forum, volume 1989, Issue 1, 1989)

¹² Ibid, Page 167

¹³ Williams, Kimberlé Crenshaw, “Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color”. In: Martha Albertson Fineman, Rixanne Mykitiuk, Eds. “The Public Nature of Private Violence”. (New York: Routledge, p. 93-118, 1994). <http://www.racialequitytools.org/resourcefiles/mapping-margins.pdf>

¹⁴ Williams, Kimberlé Crenshaw, “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics” (University of Chicago Legal Forum, volume 1989, Issue 1, page 167, 1989).



 45 min.

OPTIONAL GROUP EXERCISE



"Building linkages across movements: benefits, risks and first steps"

Purpose: Participants map out the benefits and risks of cross-movement collaboration, and identify the first steps towards such collaborations.



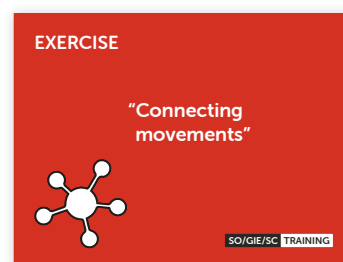
FACILITATOR TIP

Ensure good note-taking of the outcomes of this exercise, that you can share with participants after the training.



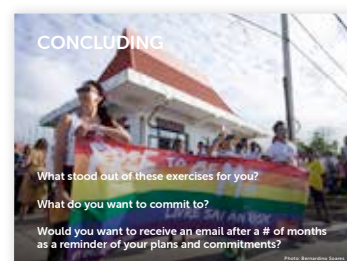
MATERIALS REQUIRED

- Working Materials - Optional group exercise on benefits and risks of cross-movement collaborations
- Flipcharts
- Felt pens



- 37.** Divide the participants into groups of three to five persons and ask them to discuss the following questions and write the answers on a flipchart. Ask them to appoint a rapporteur to report later.
- a)** Is collaboration between movements possible or already happening in your country? Is it focused on specific issues or is it a wider collaboration?
 - b)** Which movements already collaborate or are likely to collaborate with LGBTI organizations and the broader movement that works on rights of sexual, gender and sex minorities in your country? In your analysis, please specifically consider potential or actual collaborations with the women's movement, youth movement and SRHR movement.
 - c)** Write down (potential) benefits and risks from such collaborations, for the different movements involved.
 - d)** Identify some first steps and key moments to either start or further strengthen collaboration.
 - e)** Who may be the potential opponents?
 - f)** Would you stand stronger if you would work together with other movements? What are potential risks and how can you avoid these? And what are potential benefits? And how could you make use of these?

- 38.** Ask the groups to share their answers and discuss the outcomes. Is there overlap? Where do they see possibilities for stronger coordination? Which risks do they see and how could these be avoided?
- 39. Debrief:** After the group exercise, debrief by emphasizing that there is strength in numbers, and building cross-movement collaboration can help de-stigmatize the work on SO/GIE/SC issues. Moreover, justice for all persons is the only way to achieve real freedom and dignity for all. This is also a good way to support LGBTI youth in countries where discussing issues of gender and sexual diversity is difficult, especially in those countries that still criminalize LGBTI persons. However, it needs to be noted that advocates have to be very intentional in paying attention to potential pitfalls of this collaboration.
- 40.** As a way of concluding this Module, review the different roadmaps developed and ask participants if they are willing to commit to realizing the activities they have listed. A good way of ensuring the commitments are realized, is to ask participants to have these commitments mailed out after 3 or 6 months, so that they can track their progress.



MODULE 5



Sources overview

SOURCES MODULE 5: 5.1

- ¹ Williams, Kimberlé Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color". In: Martha Albertson Fineman, Rixanne Mykitiuk, Eds. "The Public Nature of Private Violence" (New York: Routledge, p. 93-118, 1994). <http://www.racialequitytools.org/resourcefiles/mapping-margins.pdf>
- ² Charlton, James, "Nothing about us without us: disability oppression and empowerment" (University of California Press, 1998). <https://www.ucpress.edu/book/9780520224810/nothing-about-us-without-us>
- ³ This concept will be further discussed in paragraph 33 of this Module

SOURCES MODULE 5: 5.3

- ⁴ Exercise adapted from the Intersectionality Toolkit from the International LGBTQ Youth and Student Organization (IGLYO). IGLYO, "Intersectionality Toolkit" (p.15, 2014). https://issuu.com/iglyo/docs/inter_toolkit, who in turn adapted this exercise from the publication of Nielsen, Mika, "Break the norm! Methods for studying norms in general and the heteronorm in particular", The Living History Forum and The Swedish Youth Federation for Lesbian, Gay, Bisexual and Transgender Rights, RFSL Ungdom (Stockholm, 2009). <http://www.includegender.org/wp-content/uploads/2014/02/BreakTheNorm.pdf>
- ⁵ Adapted from the Intersectionality Toolkit from the International LGBTQ Youth and Student Organization (IGLYO). IGLYO (2014). Intersectionality Toolkit, p.18. https://issuu.com/iglyo/docs/inter_toolkit

SOURCES MODULE 5: 5.4

- ⁶ See the nice and concise infographic of the Global Fund for Women with the title "What is a movement" <https://www.globalfundforwomen.org/infographic-what-is-a-movement/#.W1rRbmaiHUo>
- ⁷ See their website "London lesbians and gays support the miners". <http://lgsm.org/about-lgsmhttps://www.globalfundforwomen.org/infographic-what-is-a-movement/#.W1rRbmaiHUo>
- ⁸ Parker, R, "Grassroots Activism, Civil Society Mobilization, and the Politics of the Global HIV/AIDS Epidemic" in "The Brown Journal of World Affairs", 17(2), 21-37 (Brown University's Watson Institute for International and Public Affairs, 2011). Retrieved from <http://www.jstor.org/stable/24590789>
- ⁹ UNAIDS website "Love makes a family: UNAIDS commemorates International Day against Homophobia, Biphobia and Transphobia", (May 16, 2017) http://www.unaids.org/en/resources/presscentre/featurestories/2017/may/20170516_families
- ¹⁰ Open Society Foundations (August 29, 2017). "Voices: 'Gender Ideology' Is a Fiction That Could Do Real Harm"

MODULE 5



Sources overview

SOURCES

MODULE 5: 5.4

- ¹¹ Williams, Kimberlé Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics" (University of Chicago Legal Forum, volume 1989, Issue I, 1989)
- ¹² Ibid, Page 167
- ¹³ Williams, Kimberlé Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color". In: Martha Albertson Fineman, Rixanne Mykitiuk, Eds. "The Public Nature of Private Violence". (New York: Routledge, p. 93-118, 1994).
<http://www.racialequitytools.org/resourcefiles/mapping-margins.pdf>
- ¹⁴ Williams, Kimberlé Crenshaw, "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics" (University of Chicago Legal Forum, volume 1989, Issue I, page 167, 1989).