

**Addressing
Gender-Based
Violence in
the Caribbean:
A Toolkit for
Service Providers
Working with
Women and
LGBTIQ people**



OUTRIGHT
ACTION INTERNATIONAL

Training of Trainers Guide



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About OutRight

OutRight Action International works at a global, regional and national level to eradicate the persecution, inequality and violence lesbian, gay, bisexual, transgender, intersex, and queer (LGBTIQ) people face around the world. From its offices in 7 countries and headquarters in New York, OutRight builds capacity of LGBTIQ movements, documents human rights violations, advocates for inclusion and equality, and holds leaders accountable for protecting the rights of LGBTIQ people everywhere. OutRight has recognized consultative status at the United Nations.

www.OutRightInternational.org

hello@OutRightInternational.org

<https://www.facebook.com/outrightintl>

<http://twitter.com/outrightintl>

<http://www.youtube.com/lgbthumanrights>

OutRight Action International 80 Maiden Lane, Suite 1505, New York, NY 10038 U.S.A.

P: +1 (212) 430.6054

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Special thanks are also extended to the individuals responsible for producing this toolkit:

Lead Author:

Kennedy Carrillo

OutRight International Action International Caribbean Researcher

Editors:

Élysse Marcellin & Stephanie Letich

WOMANTRA

Graphic Designer:

Arnaldo James

I Am One TnT

Haitian Creole Translation:

Nadine Louis

Project Manager:

Neish McLean

OutRight Action International - Caribbean Program Officer

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Acronyms

A&B	Antigua and Barbuda
CBO	Community-based Organization
CEDAW	UN Convention on the Elimination of All Forms of Discrimination Against Women
CRC	UN Convention on the Rights of the Child
CSO	Civil Society Organization
DOGA	Directorate of Gender Affairs
DV	Domestic Violence
FBO	Faith-based Organization
GBV	Gender-Based Violence
LGBTIQ	Lesbian, Gay, Bisexual, Trans*, Intersex, Queer
NGO	Non-governmental Organization
OECS	Organization of Eastern Caribbean States
SGBV	Sexual and Gender-based Violence
SOGI	Sexual Orientation and Gender Identity
STI	Sexually Transmitted Infection
VAW	Violence Against Women
VPU	Vulnerable Population Unite

Background

About OutRight Action International

OutRight Action International was founded in 1990 to eradicate the persecution, inequality and violence lesbian, gay, bisexual, transgender, intersex, and queer (LGBTIQ) people face around the world. For 30 years OutRight has worked to advance human rights and opportunities for LGBTIQ people by developing partnerships at global, regional and national levels to build capacity,

document human rights violations, advocate for inclusion and equality, and hold leaders accountable for protecting the rights and wellbeing of LGBTIQ people everywhere. OutRight has offices in seven countries, with its headquarters in New York. OutRight has recognized consultative status at the United Nations, and forms the secretariat of the UN LGBTIQ Core Group.

About the Frontline Alliance

Recognizing the importance of community-based advocacy and mobilization, as well as the importance of supporting activists in the Caribbean region, OutRight Action International has embarked on a year-long partnership with leading LGBTIQ and women's rights organizations in 4 Caribbean territories (Haiti, Antigua & Barbuda, St. Lucia and Trinidad & Tobago) around the development of a strategic

response to gender-based violence, targeting 'front-line' service providers.

The aim of the **Frontline Alliance: Caribbean Partnerships Against Gender-Based Violence** is to improve the safety and access of lesbian, gay, bisexual, transgender and intersex (LGBTIQ) people to quality service provision in the Caribbean, through strengthening an allied movement that can

prepare diverse stakeholders to advocate on behalf of vulnerable groups, including women and LGBTIQ people affected by gender-based violence. This programme emphasises using evidence-based strategies developed through data collection efforts implemented in partner countries, with the support of a research consultant. In the first phase, a commissioned desk review detailed

the legislative frameworks in the 4 selected Caribbean territories, including restrictive legislation for accessing justice and advancements in protections for LGBTIQ people. Through this backdrop of an evolving legislative climate, OutRight together with its Frontline partners, developed a sustainable training model for key GBV service providers.

About this Training Guide

Why is this Toolkit Needed?

The LGBTIQ movement in the Caribbean has quickly moved from its embryonic stage to a new phase in which efforts to address human rights issues, legal reform, community mobilization and organizational empowerment have increased in the region.

As a part of the project entitled *“Frontline Alliance: Caribbean Partnerships Against Gender-Based Violence”*, implemented in

Antigua, Haiti, St. Lucia and Trinidad & Tobago, OutRight Action International has developed this training of trainers curriculum to guide the didactic program geared towards sensitising key service providers and frontline workers in the four Caribbean countries, increasing the knowledge and skills needed to engender positive attitude and behavior change among participants.

Who is this Resource Guide For?

This training guide is intended for service providers and frontline workers who are in key positions to improve the provision of essential services to women¹ and LGBTIQ

persons, and also to serve as allies in advancing policy and legal reform promoting the rights of the LGBTIQ community in the Caribbean region.

How is it Organized?

This training guide consists of 4 Units:

Unit 1: Understanding SOGI and its intersections with gender-based violence ;

Unit 2: Review of the policy and legislative environment in the region, including the country response to GBV and its impacts on accessing services;

Unit 3: Attitudes towards diversity, the issue of stigma and discrimination in the context of human rights;

Unit 4: Advocacy and action - how to use the information gained to plan and take action to improve access to services for marginalized populations, including women and LGBTIQ survivors of gender-based violence.

Each unit includes objectives, key information, activities, materials needed, suggested timeframe and specific instructions for the facilitator.

This training guide also includes an Appendices section where additional reading and resource information is provided for the participants and the trainer.

Materials Needed:

Whether completed as a single unit, a combination of specifically selected units, or the full programme, each session will require the following resources to be made available:

- Facilitator's guide
- Key information (where applicable)
- Flipchart paper
- Prepared slides/handout materials
- Markers
- Sticky notes
- Laptop & projector (optional)

Preparing for Sessions

When preparing for sessions, give yourself enough time to become familiar with the content and activities. Carefully review the “Key Information” sections throughout the manual to help you orient yourself to the content to be shared with participants. Feel

free to do further reading on any topics you feel unfamiliar with. Once you are comfortable with the content, decide upon a method for presenting the information on paper-based or digital slides. In developing slides, remember to use visually appealing,

¹ In this manual, the term “woman” or “women” is used to mean cisgender, heterosexual women.

easy-to-read, concise formats that are tailored to suit the needs of your target audience.

Next, be sure to read and fully understand the activities to both orient yourself to the expectations of each activity and appropriately allocate resources required for their completion. It is important that you feel comfortable with the content provided in the “Key Information” sections prior to commencing activities, since these will help to offer context for the activities. Further, becoming acquainted with the content to be discussed and what is required for each activity will help build your confidence to navigate challenging dynamics that may arise in the room, such

as difficult questions or tense conversations.

For sessions with 12 or more participants, group activities should be completed in groups of three or more participants. Larger sessions should have group sizes of no more than five to six persons to keep the facilitation of sessions manageable. Consider the number of participants you will have in the room while preparing for sessions, as this number might affect your approach.

If you require further support as a facilitator, please see *Appendix 1: Facilitation Tips and Techniques* for a comprehensive guide on approaches, various practical considerations and evaluation techniques.

During Sessions

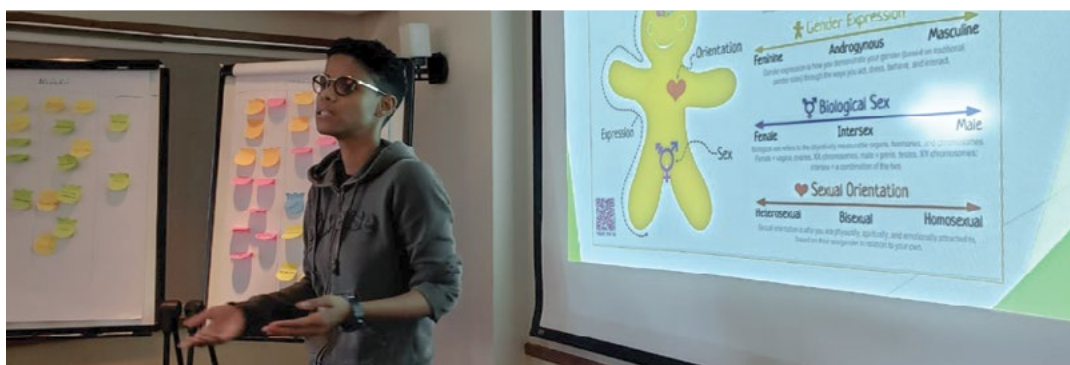
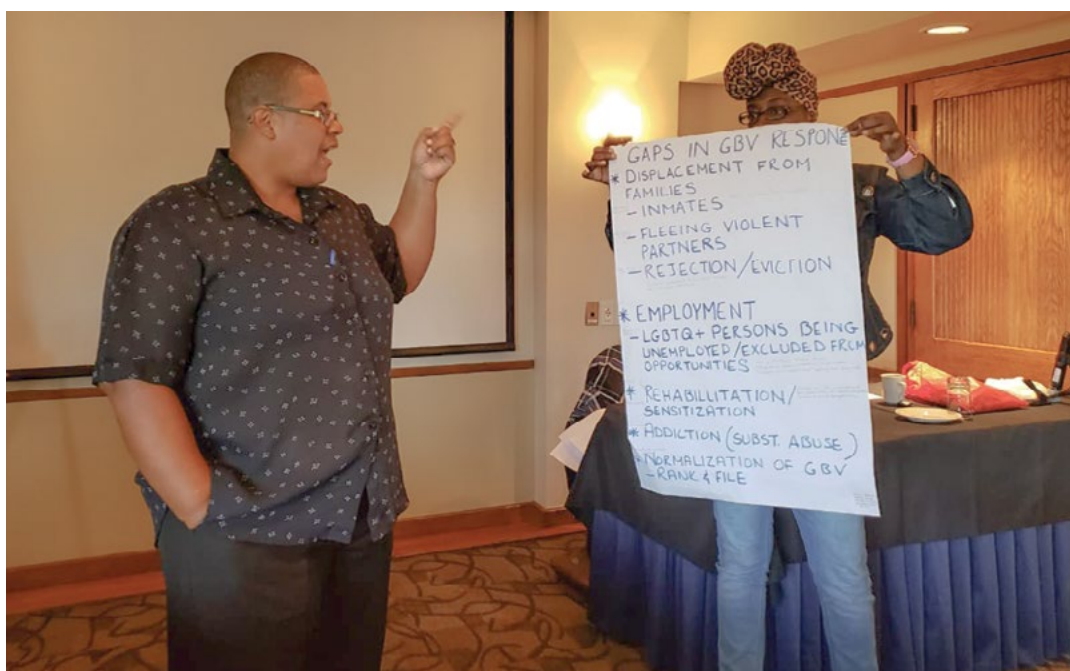
Remember that you are the facilitator. Be sure to manage the time of presentations, activities, and group discussions. When engaging the larger room, consider the mood, attention, and participation of your audience members. Doing this will help you to keep participants focused and engaged.

If you require further support as a facilitator,

please see *Appendix 1: Facilitation Tips and Techniques* for a comprehensive guide on approaches, various practical considerations and evaluation techniques.

Tip for Facilitator

If you are using digital slides, remember to secure a projector to be used during sessions.



OutRight Action International and the WOMANTRA team facilitate country trainings with health and national security representatives at the Kapok Hotel, Port of Spain. Photos courtesy of OutRight Action International.

Unit 1:

Understanding SOGI – Sexual Orientation & Gender Identity

PURPOSE

The purpose of this unit is to provide participants with an overview of the concept of Sexual Orientation and Gender Identity (SOGI) and how these contribute to the vulnerability of cis gender women and LGBTIQ persons to gender-based violence. The prepared activities and corresponding discussions will ensure that participants

have the knowledge necessary to engage in informed discussions around sex and gender diversity and how they can use their role as frontline workers to influence the quality of and access to GBV services provided to women and LGBTIQ persons.

DURATION

Total of 3hrs

1.1 What is SOGI?

OBJECTIVE	TIME
By the end of the section, participants will: <ul style="list-style-type: none">Understand sexual orientation and gender identity as separate concepts and how they intersect to produce inequality and increased vulnerability to GBV.	2 hrs

Key Information

SOGI stands for **sexual orientation and gender identity**.² It is an inclusive term that encompasses all individuals regardless of

where they identify on the sexual orientation or gender identity spectrums, as every person has a sexual orientation and gender identity.

Sexual orientation and gender identity are often mistakenly understood to be the same thing, and often conflate the two. But here is a simple way to understand the difference:

gender identity is more about “who you are” (man, woman, or neither) and sexual orientation is about “who you feel attracted/romantically drawn to.”³

What is Sexual Orientation?

- Sexual orientation,⁴ sometimes called “sexual preference,” describes a person’s pattern of feelings of emotional, romantic, or sexual attraction to men, women, both, or neither sex. According to the American Psychological Association (APA), sexual orientation “also refers to a person’s sense of identity — based on those attractions, related behaviors, and membership in a community of others who share those attractions.”
- Some people might identify their sexual orientation one way, but experience attractions that do not match the label they use to describe their sexual orientation. For example, a person might identify as “straight,” but feel attracted to a person or people of the same gender and sometimes act on those attractions.

It is important to remember, though, that these feelings or behaviours do not invalidate a person’s identity since sexuality can be fluid; a person’s sexual orientation, who they are romantically and/or sexually attracted to, can change over time. For example, a person might be attracted only to people of the same gender as themselves, and then later be attracted to more than one gender. For some, this may be because they have become comfortable with the idea of exploring their sexuality in new ways; for others, it may be because they are finally expressing a long suppressed desire. Whatever the reason, how people choose to identify is a highly individual process and is a valid and acceptable part of the human experience provided that consent is central to sexual exploration.

What is Gender Identity?

- Before understanding gender identity, the concept of gender must first be defined. The terms sex and gender are often used interchangeably, though they do not carry the same meanings. Sex is a descriptor used to categorise sex traits (such as genitals or chromosomes) as male or female and is assigned at birth⁵ by a doctor. Gender is the social construction of sex, and mediates the characteristics and norms of men and women and the relationships between them. In modern times, gender is no longer viewed as a binary system, where only men and women exist, but as a spectrum of experience based on genetic, biological, psychological, and environmental factors. Multiple genders are recognised and defined differently across the globe. Some terms include gender nonconforming, two-spirit,⁶ and hijra,⁷ among others.
- Gender identity is a person's internal understanding of themselves as a woman,

man, both, or neither. It is derived from how a person experiences and perceives their own gender, and is oftentimes influenced by socialisation. For some people, their gender identity does not conform to the societal expectations of their sex, or the “gender roles” associated with their sex. In other words, someone may be born male, but not identify as a man. This identity is referred to as “transgender”. Otherwise, people whose identities conform to ascribed gender roles are referred to as “cisgender”.

- In some instances, a person's gender identity may not fit neatly within the constructs defined. A person's gender identity, like their sexual orientation, may also change over time. Terms such as “gender fluid”, “gender nonconforming”, and “nonbinary” have been used to describe these experiences of gender that cannot be confined within existing labels.

How do People Express their Gender Identity?

- Gender expression is “how a person outwardly shows their gender identity”⁸ (“Gender identity & expression”, n.d.). Gender can be expressed in many ways: through our clothes, speech, activities, hobbies, and our behaviors; and is often described using terms such as masculine, feminine, or androgynous. For many people, gender is expressed in accordance with societal norms that have been formed over time based on different contexts. However, a person’s

gender expression can also vary based on circumstance or internal desire and can change over time. Acknowledgement of these individual and even cultural changes have given rise to the use of the term “fluid” to describe gender expression and even gender as a whole. Someone’s gender expression may also be different from their gender identity, which is sometimes related to feelings of safety (i.e. whether or not they are safe to express themselves).

²SOGI 123. (n.d.). Campbell River School District 72. Retrieved from <https://www.sd72.bc.ca/students/parents/SOGI-123/Pages/default.aspx#/=>

³Center for Young Women’s Health. (2018). Sexual orientation and gender identity: All guides. Retrieved from <https://youngwomenshealth.org/sexual-orientation-and-gender-identity-all-guides/>

⁴Longley, R. (2018). Understanding sexual orientation from a psychological perspective. Thought Co. Retrieved from <https://www.thoughtco.com/what-is-sexual-orientation-4169553>

⁵The processing of assigning sex at birth is described using terms such as “assigned female at birth” (AFAB) and “assigned male at birth” (AMAB) are often used.

⁶Two-spirit. (n.d). Dictionary.com. Retrieved from <https://www.dictionary.com/e/gender-sexuality/two-spirit/>

⁷Nambiar, S. (2017). A brief history of Hijra, India’s third gender. Culture trip. Retrieved from <https://the.culturetrip.com/asia/india/articles/a-brief-history-of-hijra-indias-third-gender/>

⁸“Gender identity & expression.” (n.d.). Retrieved from <https://smartsexresource.com/topics/gender-identity-expression>

Activity 1.1.1

Facilitation's Instructions

1. Make three columns on a large sheet of paper. Label the first column 'Woman' and leave the other two blank.
2. Ask participants to identify personality traits, abilities and roles ('attributes') that are often associated with women; these may include stereotypes that are common in the participants' communities or their own ideas.
3. Next, label the third column 'Man' and ask participants to again make a list of personality traits, abilities and roles that are often associated with men.
4. If participants do not give any negative or positive traits, abilities or roles for either sex, add some to ensure that both columns include positive and negative words.
5. If the participants do not mention any biological characteristics (such as breasts, beard, penis, vagina, menopause), add some to the two columns.
6. Now, reverse the headings of the first and third columns by writing Man above the first column and Woman above the third column. Working down the list, ask the participants whether men can exhibit the characteristics and behaviours attributed to women and whether women can exhibit those attributed to men. Those attributes usually not considered interchangeable are placed into the middle column that is then labeled 'Sex'.
7. To save time, it is not necessary to discuss each term separately; participants can also simply be asked whether there are any terms in the lists which cannot be reversed. However, make sure that all the words that belong in the 'Sex' column are discussed.
8. Expect participants to debate the

meanings of some words – one of the goals of this exercise is to demonstrate that people assign different meanings to most gender characteristics. So don't

feel surprised or frustrated by the debates that occur!

9. Allow time for questions and discussions.

Activity 1.1.2

Facilitation's Instructions

1. Divide the large group into small groups of five to six persons
2. Give each group flip chart paper and ask them to draw a person
3. As a group they must decide how

this person will look and why.

4. Each group must then share their drawing and explain the decisions they've made, including a character sketch (or backstory) of the person and some details about their sexual identity.

Activity 1.1.3

Facilitation's Instructions

1. Guide participants through the exploration of the Genderbread person, helping them to map themselves along the spectrum and make clear distinctions between the various categories.

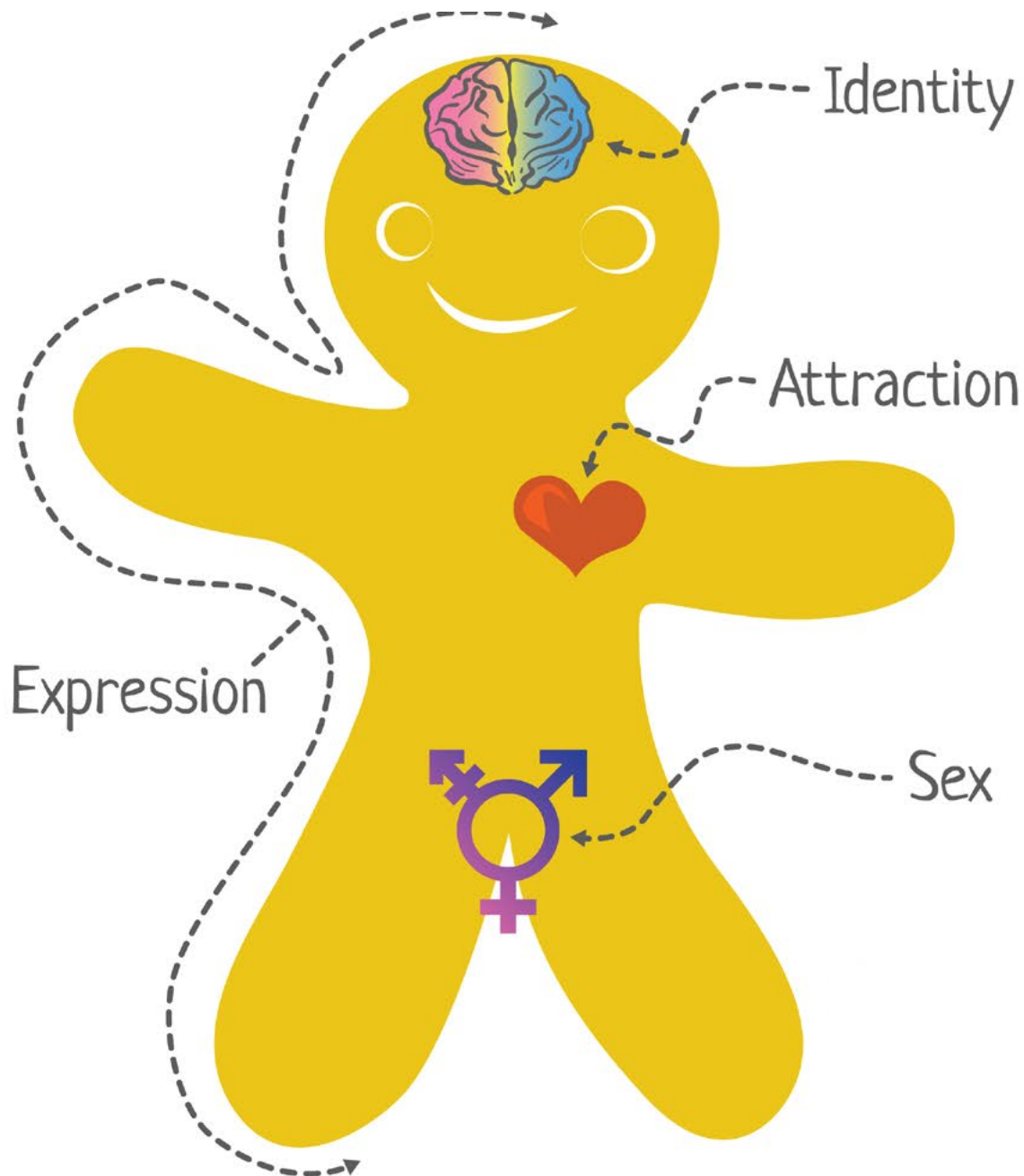
2. Facilitate a group discussion on how a person's sexual orientation and gender identity might make them vulnerable to gender-based violence.

Figure 1: The Genderbread Person



The Genderbread Person v3.3

Gender is one of those things everyone thinks they understand, but most people don't. Like *Inception*. Gender isn't binary. It's not either/or. In many cases it's both/and. A bit of this, a dash of that. This tasty little guide is meant to be an appetizer for gender understanding. It's okay if you're hungry for more. In fact, that's the idea.




For a bigger bite, read more at <http://bit.ly/genderbread>

by it's pronounced **METRO**sexual.com

Plot a point on both continua in each category to represent your identity; combine all ingredients to form your Genderbread

4 (of infinite) possible plot and label combos

 **Gender Identity**

Indicates a lack of what's on the right.

Woman-ness

Man-ness


How you, in your head, define your gender, based on how much you align (or don't align) with what you understand to be the options for gender.

"woman"

"man"

"two-spirit"

"genderqueer"

 **Gender Expression**

Feminine

Masculine


The ways you present gender, through your actions, dress, and demeanor, and how those presentations are interpreted based on gender norms.

"butch"

"femme"

"androgynous"

"gender neutral"

 **Biological Sex**

Female-ness

Male-ness


The physical sex characteristics you're born with and develop, including genitalia, body shape, voice pitch, body hair, hormones, chromosomes, etc.

"male"

"female"


"intersex"

"MtF Female"

 **Sexually Attracted to**

Nobody { (Women/Females/Femininity)

(Men/Males/Masculinity)

 **Romantically Attracted to**

Nobody { (Women/Females/Femininity)

(Men/Males/Masculinity)

In each grouping, circle all that apply to you and plot a point, depicting the aspects of gender toward which you experience attraction.

Did You Know?

- In 2016, the Human Rights Council of the United Nations (UN) took definitive action to systematically address sexual orientation and gender identity abuses, advance positive reforms and share best practices through regular reporting, constructive dialogue and engagement through the appointment of an Independent Expert (IE) on protection against violence and discrimination on the basis of sexual orientation and gender identity (SOGI).⁹
- The IE is expected to engage in three main activities to fulfill the obligations of the mandate:
 - “Transmits urgent appeals and letters of allegation to States with regard to cases of violence and discrimination against persons on the basis of their sexual orientation or gender identity;
 - Undertake fact-finding country visits; and
 - Submit annual reports to the Human Rights Council and General Assembly on the activities, trends, and methods of work.”
- At the 71st Session of the United Nations General Assembly (UNGA) to protect the IE SOGI mandate,¹⁰ 193 UN Member States were invited to vote on the protection of the IE SOGI mandate. The responses of the 15 Member States of the Caribbean Community (CARICOM) offer further hope, since only one CARICOM territory (Guyana) voted against the IE SOGI mandate. Otherwise, Bahamas and the Dominican Republic consistently voted to support the mandate; whereas, other territories chose to either abstain from voting or were recorded as DNV (Did Not Vote). In 2019, the Bahamas and Cuba both voted to renew the mandate. This offers hope that further work could be done within the region to improve the likelihood of adopting policies and protocols to protect persons irrespective of their sexual orientation and gender identity.
- For persons of diverse sexual orientations and gender identities globally, this mechanism and the

effects of its introduction have provided a beacon of hope that violence and discrimination will not be ignored.¹¹ Since 2016, progress has been made internationally in the policy and legislative arenas. Some of the most

significant results include the decriminalization of same-sex intimacy, the legal recognition of gender identity, and the promulgation of SOGI-inclusive anti-discrimination and hate crimes laws.

Tip for the Facilitator

Consider how this information could be made relevant to your target audience. Should your participants be interested in learning more about human rights frameworks and how they work, prepare slides with the above information and facilitate a group

discussion on the content. Enquire whether or not participants are aware of the IE SOGI mandate or other frameworks and explore how these mechanisms are relevant to their work or could be engaged at the domestic or institutional level.

⁹Independent expert on sexual orientation and gender identity. (n.d.). United Nations Human Rights Office of the High Commissioner. Retrieved <https://www.ohchr.org/en/issues/sexualorientationgender/pages/index.aspx>

¹⁰Defending the Independent Expert on protection against violence and discrimination based on sexual orientation and gender identity. (2017). Retrieved from <https://libanswers.snhu.edu/faq/102914>

¹¹Narrain, A. (n.d.). The Mandate of the IE on SOGI: What has been achieved, what can we expect and how can it be useful? Arc International. Retrieved from https://arc-international.net/the-mandate-of-the-ie-on-sogi-what-has-been-achieved-what-can-we-expect-and-how-can-it-be-useful/#_ftn8

1.2 Gender-Based Violence: An Inclusive Term

OBJECTIVE	TIME
By the end of the section, participants will: <ul style="list-style-type: none">Have an opportunity to learn about what gender-based violence is; what is the impact; and how it has evolved to include violence against gender diverse populations.	1 hr

Key Information

What is Gender-Based Violence?

- Gender-based violence is generally used to describe violence against women and girls perpetrated by men, as a result the presumed subordinate position of women. In other words, women are targeted because they are women and are expected to perform certain roles.

Intersectional definitions of gender-based violence also acknowledge that other vulnerable and/or marginalised groups experience targeted physical and sexual violence based on rigid ideas about gender and sexuality, including boys, gay men and people of the trans* experience.

Why is it Called “Gender-Based Violence”?

- Justifications for violence are frequently based on gender norms — that is, social norms that mandate “appropriate” roles and responsibilities of men and women in a given cultural context. Considering that our societies are patriarchal¹² and generally share core (universal) tenets, traits such as aggression, dominance, and logic are valued as superior qualities associated with masculinity. Conversely, traits associated

with femininity are less valued and include passivity, nurturance, submissiveness, and emotionality. These associations help to reinforce women's secondary roles, powerlessness, and dependency on men.

- The process of socialization teaches boys and girls, men and women about who they are expected to be, which is reinforced by society through invisible, unwritten “rules”

and “scripts”. These rules and scripts are rooted in unequal power dynamics that favour masculine traits over feminine traits and assert that these must be expressed only in men and women, respectively. Failure to abide by these rules results in various and often negative consequences, which are often worse for members of vulnerable groups. For example, masculine presenting women and feminine presenting men are at greater risk of violence due to their defiance of gender norms.

- Understanding how cultural attitudes can influence behaviour on an individual level through normalising behaviours like violence against women is important for breaking toxic cycles. The WHO acknowledges that:

“Rules or expectations of behaviour — norms — within a cultural or social group can encourage violence. Interventions that challenge cultural and social norms supportive of violence can prevent acts of violence and have been widely used.”¹³

What’s the impact?

- The Caribbean region has high levels of acceptance of violence against women. According to a regional study, one in four people in the Caribbean either approve of or understand a husband hitting a wife for neglecting household chores and one in three people in the Caribbean approve of or understand a husband hitting a wife who was unfaithful.¹⁴

- The Caribbean is also globally recognised

as having among the highest rates of violence, ranking highest for rates of ‘victimization by assault’.¹⁵ Approximately one-third of all Caribbean women have experienced some form of violence at the hands of an intimate partner, with as many as 50% of murders being due to domestic violence. These statistics are a reflection of how cultural norms and values can be internalised in ways that produce harmful and fatal consequences.

Includes all persons of trans experience, including gender non-conforming persons, agender, transsexual, and so forth.

¹² “Patriarchal”—of or relating to a patriarch, the male head of a family, tribe, community, church, order, etc. (Dictionary.com).

So what about LGBTIQ Folks?

- Within LGBTIQ relationships, not dissimilar to heterosexual intimate partnerships, domestic violence is about an abuse of power. To paraphrase the National Resource Center on Domestic Violence (2007): People from marginalised groups – e.g. people of colour, native peoples, people with disabilities, sex and gender minorities – experience specific types of marginalisation and oppression as a result of the dominant culture. As such, LGBTIQ people with intersecting (or multiple) vulnerable identities (e.g. LGBTIQ person living with a disability) encounter additional barriers, which batterers can use as further means to isolate and abuse their victims.¹⁶
- In the Caribbean, where laws, policies, and service mandates work against the LGBTIQ victim rather than for, violence against or among LGBTIQ persons is often not reported and prosecuted due to fears of (re)victimisation. In a culture of humiliation and “justified” refusal to provide quality care and support to LGBTIQ persons, key service providers have an important role to play in ensuring that the constitutional rights of all citizens to security and protection be upheld.

Facilitation’s Instructions

- The following statement should be shared with participants. As the facilitator, you can decide whether this should be shared before or after the session notes are presented. Feel free to use points provided in the ‘Key Information’ section to guide the discussion.

“Gender-based violence is fundamentally about power – the power that individuals attempt to wield over one another, and that groups wield against other groups. At its root is the belief that one gender – men – should have dominance over others.”

**- C. Nadine Wathen
Professor, Western University, Canada**

¹³ WHO. (2009). Changing cultural and social norms that support violence. Retrieved from http://allcatsrgrey.org.uk/wp/download/public_health/changing-cultural-and-social-norms-that-support-violence.pdf

Activity 1.2.1

Share and discuss the following diagram:

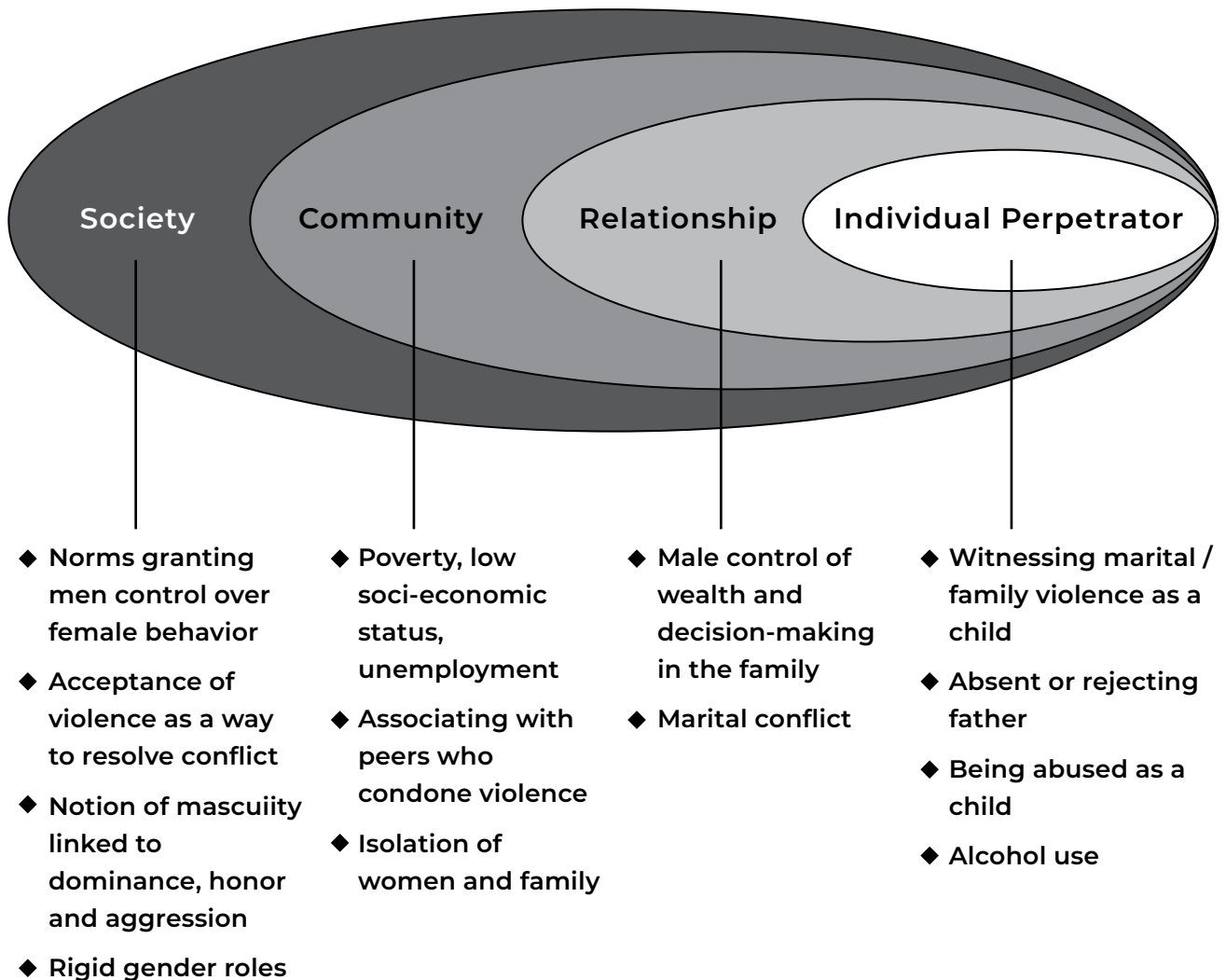


Figure 2: CDC's Social-Ecological Model for Violence Prevention

Figure Source: http://hrlibrary.umn.edu/svaw/advocacy/modelsessions/causes_effects.PDF

Facilitation's Instructions

- On slides or handouts, share the above diagram with participants. Ask them to consider how it is related to the content shared from the key information section. Facilitate a brief conversation with the larger group (about three minutes), asking them to share their thoughts.
- For smaller sessions, the discussions (whether held in smaller groups or with the room) can focus on all of the levels of the model. For larger groups, divide the room into four smaller groups and assign each group to one level of the social-ecological model (i.e. individual, relationship, community, society).
- Once divided, have the groups discuss the following:
 - How does gender inform attitudes, behaviour, decision-making etc. at each level of the model?
 - What do you see as the shared barriers for women and LGBTIQ persons in accessing services?
 - As key service providers, what is your experience in working with the LGBTIQ population?

¹⁴ Sutton, H & Álvaroez, L. (2016). How safe are Caribbean homes for women and children? Inter-American Development Bank (IDB). Retrieved from <https://pdfs.semanticscholar.org/ee1b/fd00805f95a943e870a269489b796eb52998.pdf>

¹⁵ Sutton, H., Álvarez, L., van Dijk, J., van Kesteren, J., Godinez Puig, L., Jaitman, L., & Camilo, P. (2017). Restoring paradise in the Caribbean: combatting violence with numbers.

¹⁶ National Resource Center on Domestic Violence. (2007). LGBT communities and domestic violence: Information & resources. Retrieved from https://vawnet.org/sites/default/files/materials/files/2016-08/NRC_LGBTDVDynamicsofDomesticViolence.pdf



Haitian participants engage in discussions around strategies to enhance the national response to gender-based violence. Photos courtesy of OutRight Action International.

Unit 2:

GBV and LGBTIQ Policy and Legislative Environment

PURPOSE

One of the greatest challenges for adequate service provision, is the level of knowledge and understanding of existing policies and protocols.

The provision of key essential services to women and LGBTIQ survivors of gender-based violence is oftentimes constricted by unsupportive and/or prohibitive legislation. The purpose of this unit is to provide participants with an overview of relevant policies and the legislation in their country.

Content is provided on the policy and legislative environment of the four selected countries. You can engage in the activities within this unit to help you contextualize your work within the broader legal framework of your country and to identify possible opportunities for expanding support for gender-based violence survivors within your own area of work, through institutional change.

DURATION

Total of 3hrs

2.1 Snapshot of GBV Policy and Laws in the Caribbean

OBJECTIVE	TIME
<p>By the end of the section, participants will:</p> <ul style="list-style-type: none">Be provided with a brief overview of the region's approach to addressing gender-based violence, including gaps in policy and legislation.	30 mins

Facilitation's Instructions

- Prepare flipchart paper or slides with the following information beforehand
- Present the following key points with participants
- Allow time for questions and discussion

Key Information

- Of the four participating countries in this project, none has implemented a national gender policy. In each territory, some efforts have been made to introduce supplementary mechanisms, with Trinidad and Tobago having developed several versions of a draft National Policy on Gender and Development, since 2002.
- As a result of nonexistent or poorly implemented policies across the region, accurate data remains largely unavailable, making it difficult to get an informed picture of the extent of violence in the Caribbean. Due to a lack of standardised collection systems and efforts, identifying the strengths and weaknesses of implementation, enforcement, and monitoring and evaluation of policy and legislative initiatives is difficult to quantify and qualify.
- Policy and systemic gaps in data collection are further compounded by the fact that most victims do not disclose the abuse they experience to service providers¹⁷. On average, 7% of women across the globe report to service providers. In many instances, other people who are aware of the abuse do not make formal reports of these incidents. This low rate of disclosure reinforces the need to develop policies and enabling environments supported by policy that improve victims' access to and comfort with reporting to formal institutions.

¹⁷ Palermo, T, Bleck, J, & Peterman, A. (2014). Tip of the iceberg: Reporting and gender-based violence in developing countries. *American Journal of Epidemiology*, 175(5), 602-612. doi: 10.1093/aje/kwt295

- The CARICOM (Caribbean Community) Secretariat has drafted Model Legislation on issues affecting women¹⁸. These include Model Legislation on Domestic Violence, Sexual Offences, and Sexual Harassment. The Model Legislation on Domestic Violence, from which individual territories Acts were derived, introduced clauses around protection, occupation, and tenancy orders.
 - The primary substantive efforts to address violence against women in the region, as a result of the CARICOM Model Legislation, involved implementing Domestic Violence laws, which has led to all of the English-speaking countries in the Caribbean enacting domestic violence legislation. However, these laws, in most cases, require further review and amendments to become inclusive of non-heterosexual couples.
 - In Antigua and Barbuda, St Lucia, and Trinidad and Tobago, in-camera hearings can be conducted for victims of sexual assault. It is not clear, though, whether these laws exist in Haiti. Furthermore,
- information on whether this provision is accessible, well utilised, or effectively implemented is also not readily available. Based on the high rates of violence and low rates of reporting, it can be inferred that these laws do not adequately protect or support victims of GBV.
- Recent research in Antigua and Barbuda, Belize, Jamaica and St. Kitts also show systemic delays in investigation and prosecution of offences having adverse effects on the outcome of the cases while prolonging trauma for survivors. There have also been reports that survivors of gender based and sexual violence who initiate legal procedures are later pressured to discontinue by family members, the perpetrator or members of the larger community.¹⁹
 - Reforms in the region call for improved laws and policies and the commitment of the state purse to fully realize a coordinated and robust response to gender based violence. Monitoring of compliance of law enforcement, justice, and health personnel is also necessary and critical.

¹⁸ CARICOM. (n.d.). Model Legislation on issues affecting Women. Retrieved from <https://caricom.org/model-legislation-on-issues-affecting-women/>

2.2 Rights Given and Rights Denied: The Status of LGBTIQ People in the Caribbean

OBJECTIVE	TIME
By the end of the section, participants will: <ul style="list-style-type: none">Be given further context for how LGBTIQ folks are uniquely affected by discriminatory laws in the four selected Caribbean countries: Antigua and Barbuda, Haiti, St Lucia, and Trinidad and Tobago.	1 hr 30 mins

Key Information

The lived experiences of LGBTIQ persons in the Caribbean continue to be marred by high levels of social and institutionalized stigma and discrimination, many times legitimized by antiquated laws that criminalize same-sex relationships.

In 2016 the Supreme Court of Belize declared the sodomy law unconstitutional and that it infringed on the right to privacy and sexuality. In 2018, the Trinidad and Tobago High Court in a landmark judgement decriminalized same sex intimacy, carrying penalties ranging from 5 to 25 years in prison. These victories form part of a growing LGBTIQ movement in the region, which has made significant strides in advancing a progressive legislative agenda

that is more inclusive and respectful of the experiences of LGBTIQ people. However, while these cases have set a legal precedent for the region, expressions of homosexuality remain illegal in nine Caribbean countries. These include Antigua and Barbuda, Barbados, Dominica, Grenada, Guyana, Jamaica, St. Kitts and Nevis, St. Lucia and St. Vincent and the Grenadines. Even though these laws are not always enforced, they continue to be used to legitimize harassment, discrimination, and even violence against members of the LGBTIQ community.

Other anti-LGBTIQ laws, such as vagrancy laws that criminalise gender nonconforming self-expression or domestic violence and marriage laws, which reinforce the notion of

¹⁹ UN Women. (n.d.). GBV Developments in the Law. Retrieved from <https://caribbean.unwomen.org/en/caribbean-gender-portal/caribbean-gbv-law-portal/gbv-developments-in-the-law>

unions being exclusive to heterosexual couples, further preclude LGBTIQ persons from being recognised as full citizens before the law. In essence, laws that discriminate against LGBTI persons sustain and inform

legal and social barriers to accessing essential services from the police, health care providers, and other agencies that are mandated to serve all citizens without prejudice.

The Situation of LGBTIQ Persons in Four Caribbean Countries

In each of the four countries cited, relationships between same-sex couples are not legally recognised within any laws, including Domestic Violence legislation. Though there may be other shared discriminatory laws across each of the named countries, the exclusion of same sex couples from institutions such as marriage or common law relationships are particularly pertinent within the context of GBV. The automatic protections that are afforded to individuals within a legally recognized heterosexual relationship (e.g. access to protection orders against a partner/spouse) are not afforded to persons in same-sex relationships. Further, none of the four countries has policy or legislation that goes beyond decriminalisation and acknowledges the full citizenship of LGBTIQ citizens.

Anti-discrimination laws, such as the Equal Opportunity Laws of St Lucia and Trinidad and Tobago, for example, exclude LGBTIQ persons from various categories of protection.

Antigua and Barbuda: In Antigua, anal sex or what is referred to as “buggery”, is punishable by up to 15 years in prison for adults, or up to five years when committed by a minor. The Antiguan government has stated it’s intention to maintain anti-homosexuality laws, but leaders admit that if a legal challenge was presented it would likely end the same way it did for Belize. Minister of Social Transformation, Samantha Marshall, called Antigua’s ban antiquated, saying, “I don’t know that it is something that is enforced [or] serves any purpose, so it should be removed.”²⁰

²⁰Taylor, J. (2018, April 23). Homosexuality Is Still Illegal In These 9 Caribbean Countries. Retrieved from <http://www.newnownext.com/homosexuality-illegal-caribbean-countries>

Haiti: Adult, non-commercial and consensual same-sex activity is not criminalized in Haiti. On the other hand, transgender persons can be fined for violating a broadly written vagrancy law. Overall, public opinion tends to be opposed to LGBTIQ rights and the community continues to be negatively affected by discriminatory practices, including the exclusion of SOGI as a recognised basis for hate crimes.

St. Lucia: Saint Lucian legislation prohibits sex between men with sentencing up to ten years in prison, or up to five years if the defendant fails to press charges. In 2008, St. Lucia was the only U.N. member state in the Americas to formally oppose a declaration, which affirmed that non-discrimination should include sexual orientation and gender identity.

Trinidad and Tobago: Prior to 2018, the

Trinidad and Tobago Sexual Offences Act prohibited anal and oral sex between people of the same sex. In April 2018, the High Court declared the country's buggery law unconstitutional, as it infringed on the rights of LGBT citizens, through criminalizing sexual acts between consenting adults.

The Immigration Act specifically excludes non-residents classified as homosexuals, persons living off of the earnings of homosexuals, or persons who are “[...] *reasonably suspected of attempting to bring into Trinidad and Tobago or of procuring prostitutes or other persons for the purpose of prostitution or homosexual or other immoral purposes*”.²¹ *In the case where a person has been deemed to be someone who, “practises, assists in the practice of or shares in the avails of prostitution or homosexuality”, their entrance may be revoked by the Minister responsible for immigration.*

²¹ Research Directorate, Immigration and Refugee Board of Canada, Ottawa. (2009, July 30). Trinidad and Tobago: Situation of homosexuals; state protection; whether Sections 13 and 16 of the Sexual Offences Act and Paragraph 8(1)(e) of the Immigration Act are enforced (January 2003 - July 2009). Retrieved from <https://www.refworld.org/docid/4b20f03423.html>

Facilitator's Instructions

Small-Group Activity

- Divide the group into smaller groups of about five persons per group. Each group should prepare to do a small presentation or share their discussion points with the larger group. Prepare flipchart paper or slides with the following questions

1. What stands out for you about the information shared on the legal climate surrounding the protections and rights of LGBTIQ people in the Caribbean?

2. Can you think of other discriminatory and/or restrictive laws/policies in your own country? How do these impact LGBTIQ persons' access to rights and services including GBV-related services?

- Once group discussions have ended, ask participants to share their presentations/discussion points with the larger group and allow opportunities for discussion.

2.3 Country Snapshot: Antigua and Barbuda, Haiti, St. Lucia, & Trinidad and Tobago

OBJECTIVE	TIME
<p>By the end of the section, participants will:</p> <ul style="list-style-type: none">■ Become familiar with domestic policy and legislation that impacts the state response to gender-based violence.■ Be able to identify opportunities to improve access to gender-based violence support services for women and LGBTIQ people.	1 hr



Figure 3: National Flag of Antigua and Barbuda

Key Information

Antigua and Barbuda

- In general, Antigua and Barbuda has made some progress in enacting legislation to address the incidence of gender-based violence. Like other countries, the challenge lies in the enforcement of laws that provide protection and seek justice for victims.
- Sexual orientation and gender identity are not currently included in Antigua and Barbuda domestic violence legislation and there are still laws that criminalize LGBTIQ persons.
- The Strategic Action Plan to End Gender-based Violence: Antigua and Barbuda (2011 - 2015) was developed as a comprehensive methodology to addressing GBV. The document outlines methods for leadership and accountability; review, adoption and implementation of protective laws and

policies; preventative approaches that combine advocacy, community mobilisation and awareness-raising; strategies for achieving effective case management, and care and support of survivors; the coordination and implementation plan; and strategies and approaches to support implementation.

- As a noteworthy initiative, Antigua and

Barbuda has also produced The National Electronic Gender-Based Violence Database: Draft Protocols & Guidelines, which regulates how data on GBV is to be collected, processed and shared among agencies responsible for collecting GBV data. This system would be beneficial for collecting and sharing more accurate data on the incidence and prevalence of GBV.

Domestic Violence Act, 2015

- The Antigua and Barbuda Domestic Violence Act (2015) provides protection for victims of domestic violence through the use of protection, occupancy and tenancy orders. According to the UN Women's Caribbean Gender-based Violence (GBV) Laws Portal, the Act "creates a wide range of speedy and effective remedies which are aimed at reducing the incidences of domestic violence".²² The Domestic Violence Act (2015) defines domestic violence as:
"[...] any controlling or abusive behaviour that harms the health, safety or well-being of the applicant or any child in the care of the

applicant and includes but is not limited to the following:

- a. physical abuse or threats of physical abuse;*
- b. sexual abuse or threats of sexual abuse;*
- c. emotional, verbal or psychological abuse;*
- d. economic abuse;*
- e. intimidation;*
- f. harassment;*
- g. stalking;*
- h. damage to or destruction of property; or*
- i. entry into the applicant's residence without consent, where the parties do not share the same residence."*

- The Act defines a 'domestic relationship' as

²²Canada: Immigration and Refugee Board of Canada. (2016, February 17). Antigua and Barbuda: Domestic violence, including legislation, state protection and support services (2010-January 2016). Retrieved from <https://www.refworld.org/docid/56d7f8144.html>

"[...] a relationship between an applicant and a respondent in any of the following ways:

- a.) they are or were married to each other, including marriage according to any law, custom or religion;*
- b.) they cohabit or cohabited with each other in a relationship of some permanence;*
- c.) they are the parents of a child or are persons who have or had parental responsibility for that child, whether or not at the same time;*
- d.) they are family members related by consanguinity, affinity or adoption;*
- e.) they would be family members related by affinity if the persons referred to in paragraph b were, or were able to be married to each other; or they*

*share or shared household or residence.*²³

The Act also defines 'cohabitant' as "[...] a person who is living or has lived with a person of the opposite sex as a husband or wife although not legally married to each other."²⁴

Though the Act defines cohabitant using language that excludes same sex couples, the definition of 'domestic relationship' contains an interesting clause recognising marriages "according to any law, custom, or religion". Further enquiries are required to determine whether this clause is specific to the country or whether international law can be used as precedent for same sex couples seeking protection.

The Sexual Offences Act, 1995

- This Act criminalizes anal sex through buggery laws, equally applying to heterosexual and male homosexual sex acts.

This act is also criminalised between consenting adults, who are subject to a

maximum of 15 years' imprisonment.

- Buggery laws pose a major barrier to LGBTIQ persons accessing state-based services (e.g. police protection, protection orders, and other services).

^{23, 24} Government of Antigua and Barbuda. (17AD). ANTIGUA AND BARBUDA DOMESTIC VIOLENCE ACT 2015. Official Gazette, XXXVI(27), 7–33. Retrieved from <http://laws.gov.ag/>

The Offences Against the Person Act, 1873 and, the Offences Against the Person (Amendment) Act, 2013

- The Offences Against the Person Act (1873) and the Offences Against the Person (Amendment) Act (2013) cover offenses including homicide; attempted murder; threats; acts causing or intending to cause damage to life or bodily harm; assault; rape; abduction; bestiality; among others.
- The Act also lists sodomy and defilement of a woman as offenses punishable by imprisonment. This

creates an interesting parallel between these two offenses and the other violent offenses listed, like homicide and bodily harm. On one hand, it recognises that women are uniquely vulnerable to violence; on the other, it suggests that anal sex is also an equally significant threat to society. Both of these inclusions are also rooted in patriarchal values that can be further explored to understand how the law affects culture and the incidence of GBV.

The Childcare and Protection Act, 2003

- This Act provides details for the establishment and functions of a childcare and protection agency, but also for other matters relating to the safety, care and child protection. In the definition of “abuse”, the Act includes the physical infliction of injury or harm by a person having authority, care or custody over a child; the sexual exploitation of a child, molestation of a

child, or the involvement of a child in unlawful sexual activity, prostitution or pornography; and any other unlawful act likely to cause psychological harm to a child.²⁵

- This legislation may provide an opportunity for the protection of LGBTIQ minors who are victims of sexual abuse or other forms of violence.

²⁵ Government of Antigua and Barbuda. (2n.d.). ANTIGUA AND BARBUDA . The Childcare and Protection Act, 2003, (29), 1-15. Retrieved from www.oas.org/dil/The_Childcare_and_Protection_Antigua_and_Barbuda.pdf



Figure 4: National Flag of Haiti

Key Information

Haiti

- The legislative landscape in Haiti does not conform to those of the other three named countries. Instead, Haiti uses a 'codes' system and does not have specific legislative frameworks to address social phenomena such as GBV.
- According to Haiti's Constitution, once an international treaty is ratified in line with the guidelines set out by the Constitution, it automatically becomes part of Haitian domestic law (Arts 276-1 and 276-2), which is not the case in the other named countries. In certain respects, this can be viewed as a progressive decision, as these treaties would supplement domestic laws without the need for amendments.

INTERNATIONAL FRAMEWORKS

- Some of the human rights frameworks applicable to Haiti include the International Covenant on Civil and Political Rights (ICCPR), including its two optional protocols; Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children; and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).
- Haiti does not have specific legislation

criminalizing rape, domestic violence, sexual harassment, or other forms of violence that disproportionately target women. However, considering that Haiti's legislative framework incorporates international treaties, the ratification of CEDAW provides legal grounds for the protection of all women, including members of the LGBTIQ community. Future amendments to domestic law would thus act to reinforce the international treaties to which Haiti has become a signatory.

DOMESTIC VIOLENCE ACT

- The draft law on combatting violence against women that would bring Haiti's criminal code in line with international

standards has been discussed among members of parliament, but not officially introduced for debate.²⁶

PENAL CODE

- Haiti's Executive Branch has been considering revisions for the penal code that, if approved by Parliament, would make significant strides in addressing gender-based violence, as well as LGBTI bias violence and discrimination. These revisions boost the legal protections of

the human rights of women in Haiti through several key provisions:

1. A modernized definition of rape, including specific codification of marital rape as a crime;
2. Criminalization of sexual harassment;
3. Legalization of therapeutic abortion in

the first 12 weeks of pregnancy when the health of the mother is threatened or distressed;

4. Protection for Haiti's LGBTIQ community by expanding the

identified groups protected from discrimination under Haitian law to include protection from discrimination on the basis of sexual orientation and gender identity.²⁷

²⁶Canada: Immigration and Refugee Board of Canada. (2016, December 15). Haiti: Violence against women, including sexual violence; state protection and support services (2012 - June 2016). Retrieved from <https://www.refworld.org/docid/58d539d04.html>

²⁷United Nations Human Rights Committee. (2014, October). Fighting for our lives: Violence and Discrimination against Women and LGBT Persons in Haiti. Retrieved from <https://www.madre.org/sites/default/files/PDFs/HaitiICCPRReportENG2014final.pdf>



Figure 5: National Flag of St. Lucia

Key Information

St. Lucia

Like many other Caribbean countries, St. Lucia's primary mechanism for addressing incidents related to GBV is the Domestic Violence Act. However, in 2018, the DECIDES Caribbean Project developed a

*Proposal for Harmonised Protocol for Reporting on Domestic Violence in St. Lucia.*²⁸ The proposal outlines how the protocol works, key resources, where to seek help, and how data should be collected, among other topics.

²⁸ Olmos, M. E, Martelotte, L, Baksh, R & Bobed, A. (2018). Proposal for Harmonised Protocol for Reporting on Domestic Violence in St Lucia. DECIDES Caribbean Project. Retrieved from <https://www.interarts.net/news/harmonized-protocol-for-reporting-on-domestic-violence-in-st-lucia/>

Domestic Violence Act

- This Act applies to “any person who applies or on whose behalf an application is made, be it an adult or a child under the age of 18 years”.²⁹
- The Act defines a “common-law spouse” as someone of the opposite sex who is living with that person while “spouse” includes a former spouse, common-law

spouse and former common-law spouse.³⁰ Unlike some of the other acts in the region, the St Lucia Act does not make provisions for cohabitants or other intimate partners. This exclusion is likely to negatively affect victims whose marital status and sexuality do not align with the provisions made in the law.

Protection, Occupation, and Tenancy Orders³¹

- Applicants can apply for a Protection Order to the court, prohibiting the respondent from entering or remaining in the household residence; from entering or remaining within the area in which the specified person’s residence is located; from entering the place of work or education of a specified person; from entering or remaining in any place where a specified person happens to be; or from molesting a specified person.
- Occupation Orders give the applicant the right to live in the household residence or any other premises forming part of the household residence “to the exclusion of the respondent” in

accordance with the terms of the order, and may include provisions for the financial support of “member of the household”.

- Similarly, Tenancy Orders, grant the applicant the right to reside within any “dwelling house” in which either the respondent and/or applicant are either tenants or residing at the time of the application.
- An application may be made to the Court in accordance with Form 3 of the Schedule for a tenancy order vesting in the applicant, the tenancy of any dwelling house - - (a) of which the respondent is either the sole tenant or

a tenant holding jointly or in common with the applicant; and (b) which is the household residence of the applicant or the respondent, at the time of the making of the order.

- A Tenancy Order may be made to the court vesting the applicant, the tenancy of any dwelling house of which the respondent is either the sole tenant or a tenant holding jointly or in common with the applicant and which is the household residence of the applicant or respondent.
- Persons entitled to apply for an order, other than tenancy orders, under this Act are:
 - “a. The spouse of the respondent who is the person on whom the alleged conduct has been, or is likely to be perpetrated by the respondent;*
 - b. Any member of the household on his*

or her own behalf or on behalf of any other member of the household; or
c. The parent of the specified person or of the respondent though not residing in the household, on behalf of the specified person.”

Though the language in clause b lists “any member of the household” as being eligible to apply for orders, the definitions of ‘spouse’ and ‘common-law spouse’ specifically references persons of the opposite sex. Furthermore, unlike other regional acts, there are no specific provisions made for cohabitants who may not be spouses. These types of exclusions not only emphasise heterosexual dynamics, they also hold marriage as the only recognised form of intimate partnership, which can prohibit access to both LGBTIQ and unmarried persons.

^{29, 30, 31} Government of Saint Lucia. (2n.d.). Saint Lucia: Domestic Violence (Summary Proceedings) Act, 1995. Saint Lucia Gazette, 1995, (7), 111–127. Retrieved from https://oig.cepal.org/sites/default/files/1995_lca_act7.pdf

The Criminal Code

- Some acts of domestic violence, such as assault and wounding, may be prosecuted under the Criminal Code and under the common law.
- The Criminal Code also punishes "unlawful sexual connection," which carries a punishment of 14 years to life imprisonment. Article 124 (2) defines "sexual connection" as follows: the introduction, to any extent, into the vagina or the anus of the person of- any

part of the body of any other person, or any object held or manipulated by any other person, otherwise than for bona fide medical purposes; connection between the mouth or tongue of the person and any part of the genitalia of any other person. This language can be used to target women who have sex with women and can form part of a system of state-sanctioned gender-based violence, should authorities decide to act upon these legal provisions.



Figure 6: National Flag of Trinidad and Tobago

Key Information

Trinidad and Tobago

Trinidad and Tobago is among the early adopters of the CARICOM Model Domestic Violence Legislation, having enacted the initial legislation in 1991. Following this, development of a comprehensive strategy for addressing gender-based violence has been slow, with the draft national strategy

document remaining unpublished. Several consultations have been held regarding the publicly available *National Policy on Gender and Development*, but the document has remained in draft form under multiple administrations over the past eighteen years .

In 2019, the draft *Sexual Harassment in the Workplace Policy* was produced, with special invitations to comment on the document having been issued to civil society organisation, academics, and other professionals. In 2020, the Trinidad and Tobago Police Service (TTPS) launched the Gender-Based Violence Unit in an attempt to curtail the rapidly increasing incidents of GBV. However, it is difficult to confirm whether either of these initiatives fall within the scope of a national strategy since the draft document is not available to the public.³²

As a member State of the United Nations, Trinidad and Tobago has also signed and ratified various international instruments, treaties and conventions. These instruments, such as CEDAW and the *Convention on the Rights of the Child*, mandate member States to formalize mechanisms to ensure the elimination of gender-based discrimination, and ensure equality and human dignity for men and women, boys and girls. However, successive governments' have failed to ensure optimal compliance with the obligations of these treaties, with several recommendations still remaining unobserved.

The Constitution

- Human rights are protected under the Constitution of Trinidad and Tobago, which declares and recognizes the existence of fundamental human rights and freedoms without discrimination.³³
- Section 4 of the Constitution protects a person from being discriminated against on the basis of sex and from being denied his/her right to equality before the law.

The Constitution also empowers citizens to seek recourse for discriminatory laws under the provision of a Constitutional claim. Such a claim³⁴ may offer limited Constitutional remedies and will likely come with high legal costs. The legal challenge to the buggery laws brought against the government by Trinidad-born Jason Jones is one example of the application of such an approach.

³² Ricqcolia. (2020, January 22). Trini police launch Gender-Based Violence Unit. Retrieved from <https://buzz-caribbean.com/news/trini-police-launch-gender-based-violence-unit/>

Domestic Violence Act, 2006

- The Domestic Violence Act (2006) defines “domestic violence” as:

“[...] physical, sexual, emotional or psychological or financial abuse committed by a person against a spouse, child, any other person who is a member of the household or dependent”.

“Spouse” is defined as “[...] a former spouse, a cohabitant or former cohabitant”.

The Act uses exclusionary language to define “cohabitant” and “visiting relationship”, specifically using terms such as “a person of the opposite sex” and “husband and wife”.

- The Act defines a “member of the household” as a “person who habitually resides in the same dwelling house as the applicant or the respondent and is related

to the applicant or respondent by blood, marriage or adoption”.

- The use of gendered language that validates certain types of relationships (i.e. marriage and common-law marriage) to the exclusion of others, prohibits groups of people such as LGBTIQ persons or persons in non-intimate/platonic relationships from accessing protection under the law.
- It is notable that the Act does not treat DV as a criminal offence. Its main remedy is the Protection Order, which seeks to protect the applicant from further abuse. Respondents (the accused) who have been issued a Protection Order only become liable to criminal charges if they fail to comply with its provisions.

^{33, 34} Government of The Republic of Trinidad and Tobago. (n.d.). Laws of Trinidad and Tobago. The Constitution of The Republic of Trinidad and Tobago, (4), 1-115. Retrieved from https://www.oas.org/juridico/english/mesicic3_tto_constitution.pdf

Protection Order³⁵

- Persons may apply to the court for a Protection Order if domestic violence or the threat of violence has occurred.
- An application for a Protection Order may be made by:
“the spouse of the respondent; a member of the household of the spouse or respondent; either on his own behalf or on behalf of any other member of the household; and, a child, by consanguinity [or blood relation] or affinity of either the spouse or respondent or of whom the spouse of respondent is a guardian”.
- A Protection Order prohibits the respondent from:
 - Engaging or threatening to engage in conduct which would constitute domestic violence;
 - Engaging or threatening to engage in conduct which would constitute domestic violence towards the applicant;
 - Being on premises specified in the Order;
 - Being in a locality specified in the Order;
 - Engaging in direct or indirect communication with the applicant;
 - Taking possession of, damaging, converting or otherwise dealing with property that the applicant may have an interest in, or is reasonably used by the applicant;
 - Approaching the applicant within a specified distance;
 - Causing or encouraging another person to engage in conduct referred to in paragraphs (i) to (vi) of the DV Act.
- A point can be made that the Act is gender-neutral in one respect, in that it does not specify male or female victims or perpetrators, thus enabling both women and men to report domestic violence.
- The Act is seen as a progressive piece of legislation, but the Equal Opportunity Commission (EOC) has noted that further amendments are needed to enforce its provisions and provide greater protection for all survivors, including LGBTIQ persons.

Equal Opportunity Act, 2000³⁶

- This Act prohibits discrimination on a number of specified grounds, promotes equality of opportunity between persons of different status, and governs the scope of the Equal Opportunity Commission and Tribunal.
- This Act applies to – (a) discrimination in relation to employment, education, the provision of goods and services and the provision of accommodation, if the discrimination is – (i.) based on the defined statuses; or (ii) discrimination by victimization as defined in section 6; (b) offensive behavior referred to in section 7.
- Under the EOA, sexual harassment is encompassed as unlawful sex discrimination against a man or woman in the category of employment, in the way that the employer dismissed him/her OR subjected him/her to a detriment due to his/her sex. However, the provision of such progressive clauses seems to be unfruitful, since the Equal Opportunity Commission chairman, Lynette Seebaran Suite, has lamented that too many cases are dismissed.³⁷
- In 2012, LGBT organization CAISO: sex & gender justice launched the “Add all Three” campaign, which advocates for the inclusion of 1.) Age, 2.) HIV status/health conditions and 3.) LGBTIQ status to the protected categories of the Act.
- In September 2017 the Attorney General appointed a committee to consider amendments to expand the definition of sex in the Equal Opportunity Act to include sexual orientation, among other recommended changes. To date, the recommendations of the committee have not been actioned.

³⁵ Ministry of Legal Affairs. (n.d.). Laws of Trinidad and Tobago. Domestic Violence Act, (27), 3–35. Retrieved from https://oig.cepal.org/sites/default/files/1999_tto_act27-amended2006.pdf

³⁶ Parliament of Trinidad and Tobago. (n.d.). Republic of Trinidad and Tobago. Equal Opportunity Act, 2000, (69), 3–28. Retrieved from https://oig.cepal.org/sites/default/files/2000_equaloport_tto.pdf

Sexual Offences Act, 2012

- The Act recognizes a wide range of offences and offers greater protection for vulnerable persons, including persons living with mental and intellectual disabilities.
- This Act replaced older laws relating to sexual crimes, procuration, abduction, prostitution of persons and kindred offences.
- In 2019, the act was passed to amend the 2016 act, expanding upon the function of the sex offenders registry. Among the amendments made, some key changes were made to which offenses are registrable, who is mandated to report offences against a minor, and the process for publication of offenders' details (including name, date of birth, address(es), and convictions).

Draft National Policy on Gender and Development – Green Paper, 2018

- The Draft National Policy on Gender and Development explicitly states that it does not address issues of sexual orientation, gender identity or abortion. These significant exclusions drastically limit the policy's potential to be fully recognised as a gender policy, since these are integral aspects of the discourse and literature surrounding gendered vulnerabilities.
- Special consideration should be given to the effect that these exclusions might have. In creating an environment in which one's gender or sexuality does not prohibit them from living a full life, the National Policy on Gender and Development should seek to address the most complex issues relating to gender.
- These exclusions can be seen as a critical oversight that do not consider the extent to which policy can be used to respond to the systemic and cultural normalization of discriminatory and hostile attitudes towards women and members of the LGBTIQ community. It also cannot be used to address the issues that arise as a result of the discrimination

and stigmatisation of groups of people such as the LGBTIQ community and sexually active women seeking to terminate a pregnancy.

- Striving to understand how gender and sexuality are interconnected and how these aspects of human identity can incite violence is also an imperative component of the work that such a policy should be doing. A policy of this nature could

promote data collection efforts to provide better insights into the scope of the phenomenon of GBV as well. Failing to both produce and implement a comprehensive gender policy that considers the interplay of gender in economics, education, environment, employment, among other spheres, limits the government's capacity to fully understand to what extent gender creates vulnerabilities in various aspects of life.

Jason Jones Landmark Ruling

- Jason Jones is a gay, LGBTIQ activist from Trinidad and Tobago who successfully challenged the constitutionality of Sections 13 and 16 of the Sexual Offenses Act, which prohibited adult intercourse per anum and sexual acts between same-sex adults.³⁸
- In a landmark judgment in the English-speaking Caribbean, Justice Devindra Rampersad ruled the clauses unconstitutional and introduced the principle of consent to legitimize same-sex intimacy.
- Jones argued that the discriminatory

clauses infringed on his right to privacy and freedom of thought and expression, and thus contravened his human rights.

- Justice Devindra Rampersad, in his judgement, said Jones had proved the State's retention of these archaic laws had "everything to do with homosexuality and the colonial abhorrence to the practice."
- This case is significant for the legal standing of LGBTIQ persons and is expected to have a positive impact on similar rulings in the region in the years to come.

“It is a threat that is sanctioned by the State and that sanction is an important sanction because it justifies in the mind of others in society who are differently minded that the very lifestyle, life and existence of a person who chooses to live, in the way that the claimant does, is criminal and is deemed of a lesser value than anyone else. Those criminal sanctions have the potential to be used oppressively by differently minded citizens as a foundation for hate as condoned by the State,” the judgment said.³⁹

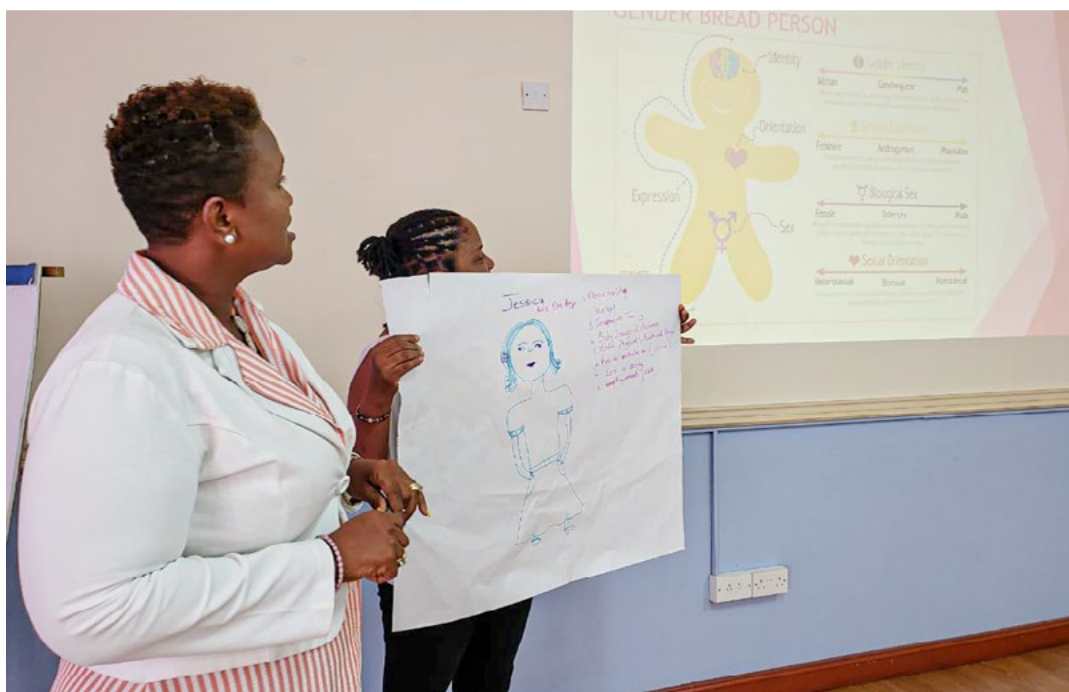
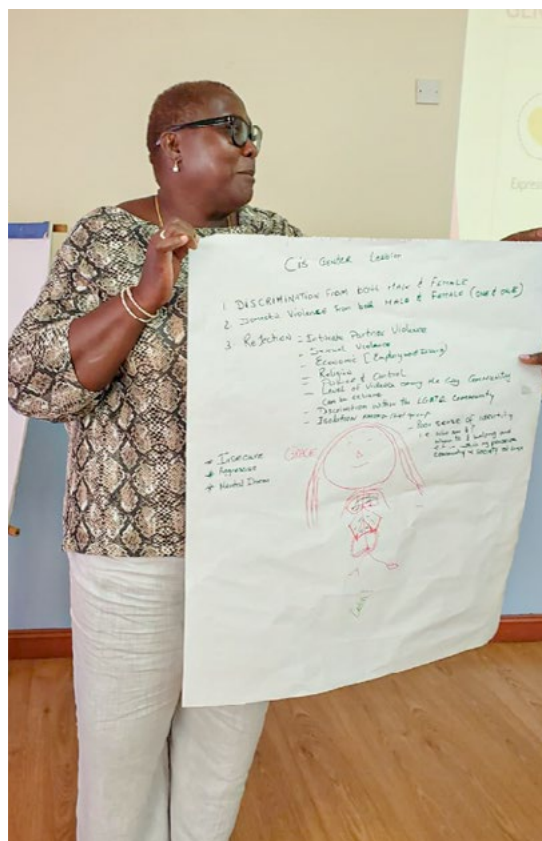
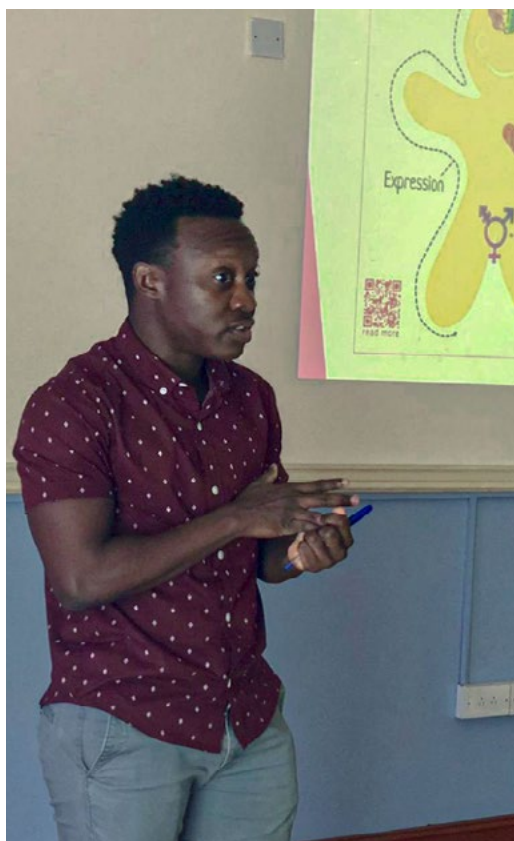
Facilitator’s Instructions

- Ask the group to divide themselves into smaller groups of five to six persons each.
- Ask the participants to discuss the following questions:
 - How does the law influence cultural attitudes of stigma and discrimination and how can these limit access to services among vulnerable populations, such as women and LGBTIQ persons?
 - How can understanding legal limitations help you, as an essential service provider, to become more mindful of your duty to serve these disadvantaged populations?
- Each group will present to the larger group.

³⁷ Parliament of Trinidad and Tobago. (n.d.). Republic of Trinidad and Tobago. Equal Opportunity Act, 2000, (69), 3–28. Retrieved from https://oig.cepal.org/sites/default/files/2000_equaloport_tto.pdf

³⁸ Wikipedia. (n.d.). Jason Jones (activist). Retrieved from [https://en.wikipedia.org/wiki/Jason_Jones\(activist\)](https://en.wikipedia.org/wiki/Jason_Jones(activist)).

³⁹ Loutoo, J. (2018, April 13). Retrieved from <http://www.trinidadandtobagonews.com/blog/?p=11036>



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Unit 3:

Exploring Values and Attitudes

PURPOSE

The purpose of this unit is to facilitate the process of self-exploration among key service providers, in which participants will explore their own attitudes and values and consider how these might normalise and/or perpetuate stigma and discrimination against women and LGBTIQ survivors of gender-based violence. By reflecting on

their own biases, participants will have an opportunity to critically engage their own behaviour and how implementing more inclusive approaches can benefit diverse and vulnerable populations.

DURATION

Total of 2 hrs.

3.1 Defining Values

OBJECTIVE	TIME
<p>By the end of the section, participants will be able to:</p> <ul style="list-style-type: none">■ Define values;■ Understand where and from whom they get their values; and■ Identify and share their values.	1 hr

Key Information

- Beliefs are, “something one accepts as true or real; a firmly held opinion or conviction.”
- Values are deeply held beliefs about what is good, right, and appropriate. Values are deep-seated and may remain constant or change over time.
- We begin developing our values from childhood based on teachings and observations of our parents, teachers and other leaders, peers, religion, and other influential and powerful people in our lives.
- As our ability to reason and process information becomes more complex with age, we may reevaluate or re-confirm long-held values with new information.
- People are also more likely to interpret new information as confirmation of their existing values and beliefs and reject information that contradicts these. This is known as confirmation bias.⁴⁰
- Since it is possible to have harmful values that inform discriminatory attitudes and behaviors towards groups of people, addressing confirmation bias can help to create more supportive environments for marginalized groups.

Activity 3.1.1

Facilitation's Instructions

1. Begin by introducing the activity and what you hope to accomplish in the session. Create three columns on a flipchart page, and title each. Share the name and objective of the activity. Divide a flip chart into three columns: What are values? Where do you learn your values? What values do you hold?
2. Ask the group to define values, identify where they learn their values, and identify specific values they hold. Record their responses as shown in the matrix below.

What are Values?	Where do we Learn our Values?	Which Values are Important to You?
Ask participants to explain what they think values are, in their own words.	Ask participants to describe where and how values are learned. Have them consider whether or not these can change over time or stay the same.	Record values stated: (E.g. respect for the elderly;

3. Have participants discuss the similarities and differences in the values expressed.

4. Ask participants to say what they learned about themselves and others with respect to values.

Activity 3.1.2

Facilitation's Instructions

1. For larger groups, divide the room into smaller groups of four to five persons. For sessions being held with multi-sectoral participants, group participants by their sectors.

2. In their groups, instruct participants to list the institutional values that they are expected to uphold in their service provision.

3. Ask participants to consider how their personal values and institutional values align or may be at odds with one another.

4. Have participants explore how gaps

between their performance as service providers and the institutional values could be addressed. Consider whether there are organisational, collective, or individual changes that could be made to help reduce gaps.

5. Ask participants to share the values that they were able to come up with during their group discussions and to discuss any gaps that arose between their organisational values and their own performance as service provider.

6. Ask participants to share what insights they were able to gain based on this exercise.

⁴⁰ "Confirmation Bias". (n.d.). Science Daily. Retrieved from https://www.sciencedaily.com/terms/confirmation_bias.htm

If no groups mention “nondiscrimination” as a core institutional value, facilitate a discussion on how this particular value factors into their work. Encourage them to consider their roles as service providers and how nondiscrimination in service provision is critical to ensuring that they provide quality care to clients, particularly women and LGBTIQ survivors of GBV.

3.2 Reflecting on Attitudes towards Difference

OBJECTIVE	TIME
<p>By the end of this activity participants will:</p> <ul style="list-style-type: none"> ■ Measure their attitudes towards difference on a continuum; ■ Discuss attitudes towards persons that are different; and ■ Reflect on how their values influence their attitudes. 	1 hr

Key Information

- An attitude is “a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events, or symbols”.⁴¹
- Attitudes are a key precursor to behaviour, informing the ways in which a person may behave in a given situation.
- There are three components of an attitude according to the ABC Model of Attitudes:
 - **Affective:** Feelings/emotions about the attitude object. Eg. I am scared of spiders.
 - **Behavioural:** the way the attitude influences how we act or behave. E.g. I will avoid spiders and scream if I see one.
 - **Cognitive:** Involves a person's belief/knowledge about an attitude object. E.g. "I believe spiders are dangers".
- Attitudes can help to provide further meaning to life and help us to make predictions; communicate aspects of our sense of self; establish a level of social acceptance; and protect our self-esteem.

- When working towards changing behaviour, changing someone's beliefs or values may not be possible or easy to do. However, a person can change their attitude towards something/someone.
- Mental health practitioners often rely on changing the ways people think about or approach a given topic in order to affect the ways in which they behave and even feel about that topic. For example, someone who has a fear of spiders may be encouraged to explore the source of that fear and challenge it using various techniques.
- Sometimes, our behaviour is also inconsistent with our beliefs, values, or attitudes. For example, a person who is environmentally conscious may avoid purchasing plastic items but may purchase a bottle of water out of convenience.
- Peer pressure is another way in which a person's behaviour may go against their personal convictions. Though typically referenced in negative ways, this pressure can also lead to positive behavioural change (for example giving up an unhealthy habit). As such, it is also possible to change behaviour in order to influence a change in attitudes, values, and/or beliefs.
- Understanding these processes can be instrumental to creating behavioural change within institutions in which service providers typically exhibit hostile attitudes towards women and LGBTIQ survivors of gender-based violence. In promoting individual attitude change, referring to institutional values can have a powerful effect on ensuring that service providers' behaviour aligns with institutional mandates of nondiscrimination.

⁴¹ McLeod, S. (2018, May 21). Attitudes and behaviour. Retrieved from <https://www.simplypsychology.org/attitudes.html>

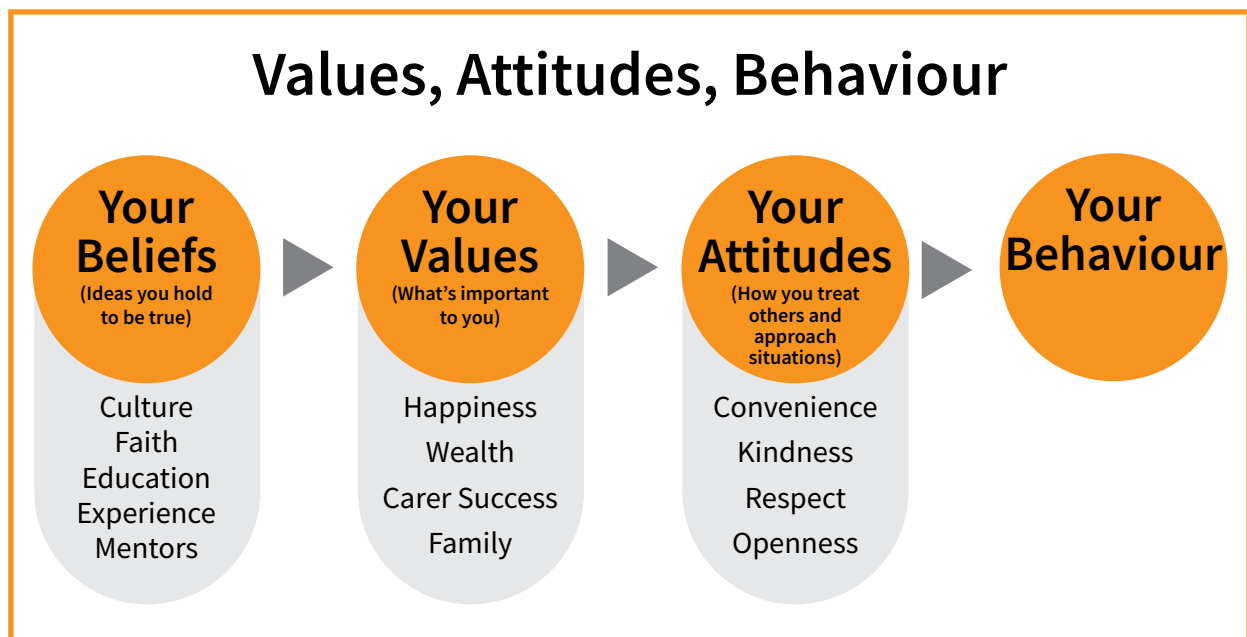


Figure 7: A simple model exploring how beliefs, values, and attitudes affect behaviour. Adapted from the Immigration Advisor's Authority.⁴²

Activity 3.2.1 Crossing the Line

Facilitator's Instructions

1. Begin by establishing common ground for the activity. For example, 'we live in a diverse world' and "what a boring world it would be if human beings were all the same." Explain that the activity will allow us to explore the diversity among the group and that we might even discover that this group which might seem alike is much more diverse than any of us would assume.
2. Share with participants that the activity will involve labeling and personalising some of this diversity. This personalisation (relating to self) might prove uncomfortable at times. Eventually, however, it might empower us to break down some of the stereotypes and assumptions that we hold true as a product of our cultures.

⁴² Immigration Advisor's Authority. (n.d). Personal beliefs, values, attitudes and behaviour. Retrieved from <https://www.iaa.govt.nz/for-advisers/adviser-tools/ethics-toolkit/personal-beliefs-values-attitudes-and-behaviour/>

3. Ask the group to gather on one side of the room and face towards its center and state that different categories/ labels/descriptions will be called out. Instruct people to walk to the other side of the room when the category called applies to them. For example, the facilitator might ask that all those with glasses cross the room, and all those with glasses should walk to the other side of the room. (You should indicate which side).
4. Once participants have crossed over, ask them to turn and face the side they just left. They should consider how they feel about crossing over and whether they were accompanied by many or a few others. Then instruct them to return to the side they started on. After a few seconds, continue with a new category. A number of categories will be called out.
5. Explain that there is no pressure to cross the room if they don't feel comfortable doing so. There may be times when this activity makes them feel slightly uncomfortable.. Encourage people to be aware of their discomfort and to consider what insight they may gain from it. However, if the discomfort becomes intense, they may stop participating at any time. Assure them that their decision will be respected.
6. Begin the activity by asking questions from the list below:
 - Anyone who has visited another country;
 - Anyone who has never flown in a plane;
 - Anyone who owns a car;
 - Anyone who believes in a Supreme Being;
 - Anyone who is of mixed race;
 - Anyone who is the oldest child;
 - Anyone who is the youngest child;
 - Anyone who is adopted;
 - Anyone who sometimes has low self-confidence;
 - Anyone who sometimes feels lonely;
 - Anyone whose parents divorced;
 - Anyone who has had a parent who passed away;
 - Anyone who believes it is alright for someone to have a date of the same sex at a social event;
 - Anyone who has a family member who is gay, lesbian or bisexual;
 - Anyone who has experienced the

- effects of alcoholism or drug addiction in the family;
 - Anyone who believes that victims of GBV are responsible for their abuse;
 - Anyone who believes that homosexuality is deviant or against the natural order;
 - Anyone who hasn't crossed the line.
7. Now invite the group to form a circle and lead a discussion about the activity; as much as possible focus on values.
- What did you learn?
 - What kind of feelings did you have as you participated?
 - How did you feel when there were very few of you on one side?
 - Did you find yourself making judgments of others?
- Through this activity, intentionally or not, did you share your values?
 - Through this activity, intentionally or not, do you think that you learned about the values of others?
 - If this activity is about values, then how do we use this experience to remove the labels we give to others?
 - How do values represent themselves in everyday life?
 - Are there times in life when values are ignored?
 - What is the result when values are ignored, forgotten or trashed about?
8. End the activity by asking participants to embrace each other if they are comfortable doing so.

Tips for the Facilitator

Read the following and ask participants to discuss:

GBV stigma in the Caribbean is shaped primarily by prejudicial attitudes towards vulnerable populations, such as women and LGBTIQ persons, and can be reshaped by an openness to learning. Therefore, tackling GBV and LGBTIQ discrimination requires more than education; it requires “cultural work” to address deeply entrenched gender notions that are often based on traditional religious beliefs and cultural assumptions.

Activity 3.2.2 Riddle Scale⁴³

Facilitation's Instructions

1. Present slides or flipchart paper with the following attitudes and characteristics.
2. Read each one slowly and carefully so that participants have sufficient time to think about each one.

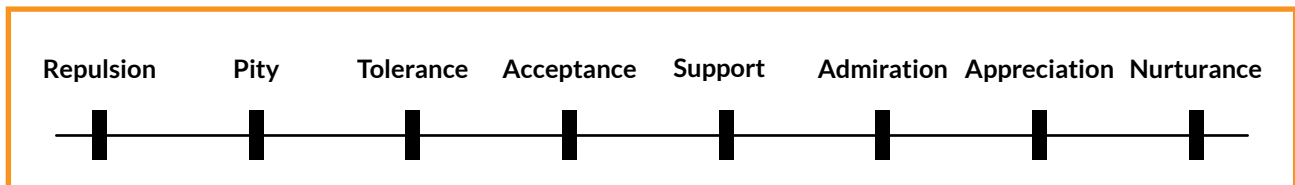
Attitude	Characteristics
Repulsion	People who are different are strange, sick, crazy, and aversive. Anything, which will change them, to be more normal or a part of the mainstream is justifiable.
Pity	People who are different are somehow born that way and that is pitiful. Being different is definitely immature and less preferred. To help these poor individuals, one should reinforce normal behavior.
Tolerance	Being different is just a phase of development that most people 'grow out of.' Thus, they should be protected and tolerated as one does a child who is still learning.
Acceptance	Implies that one needs to make accommodations for another's differences; does not acknowledge that another's identity may be of the same value as their own.
Support	Works to safeguard the rights of those who are different. Such people may be uncomfortable themselves, but they are aware of the climate and the irrational unfairness in our society.
Admiration	Acknowledges that being different in our society takes strength. Such people are willing to truly look at themselves and work on their own personal biases.
Appreciation	Values the diversity of people and is willing to confront insensitive attitudes.
Nurturance	Assumes the differences in people are indispensable in society. They view differences with genuine affection and delight, and are willing to be advocates of those differences.

⁴³Hirschfeld, S. (2011). Moving beyond the safety zone: A staff development approach to anti-heterosexist education. Retrieved from <https://ir.lawnet.fordham.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=2404&context=ulj>

Ask participants to identify where they are on the riddle scale based on their attitude towards persons that have different values and lifestyles than their own including key populations such as men who have sex with men (MSMs), sex

workers (SWs), street dwellers and drug users.

Invite participants to share if they choose to do so. Encourage discussions among participants.





Various arms of the Antigua and Barbuda protective services participate alongside CSOs to develop an Action Plan to address Gender-based Violence. Photos courtesy of OutRight Action International.

Unit 4:

Human Rights-Based Advocacy and Action

PURPOSE:

The purpose of this unit is to provide participants with an opportunity to learn about the everyday utility of

human rights in upholding human dignity.

DURATION:

4 hrs

4.1: What are Human Rights?

OBJECTIVE	TIME
By the end of the activity participants will: <ul style="list-style-type: none">■ Develop an understanding of human rights; and■ Learn how these rights are expressed.	30 mins

Facilitator's Instructions

1. Ask each participant to list the things they need to live and record their responses.
2. Review the list and ask participants to separate their needs from their rights, for example, someone needs a car, someone has the right to clean water. Include rights not mentioned.
3. Ask each participant to identify the rights that are not accessible to them and share what it means to them if they are unable to access these rights.
4. Have participants talk about the things that prevent them from obtaining these rights.

5. Have participants take turns talking about what are the most important rights for them.
6. Tell the group that the rights they identified are inherent to all human beings, whatever their nationality, place of origin, sex, national or ethnic background, religion, language, or any other status. We are all equally entitled to human rights without discrimination.
7. Have participants think and talk about how human rights are represented and how they are upheld.
8. Share with the group that human rights are inalienable (absolute/unchallengeable) and therefore should not be arbitrarily applied or taken away.
9. Close by asking participants to think and talk about how their awareness of human rights has been impacted by this exercise.

Key Information

The Basic Principles of Human Rights

"All human beings are born free and equal in dignity and rights." – Article 1, United Nations Declaration of Human Rights⁴⁴

- Human rights are UNIVERSAL. Human rights and should not be arbitrarily restricted.
- Human rights are INTERDEPENDENT AND INDIVISIBLE – accessing some rights means fulfilling the others; they are indivisible because all of them are inherent to the dignity of all people.
- Human rights should be applied with EQUALITY AND NON-DISCRIMINATION.
- Human rights are INTERSECTIONAL. Human rights are all related to each other. Protection of one right helps with the recognition and protection of others. Likewise, violation of one right or a set of rights has negative impact(s) on other human rights.

Human Rights are Everyone's Responsibility

- It is generally understood that we, the people, trust the state to uphold our human rights, but as active citizens we must also be engaged in holding the state accountable.
- Through the development, implementation, and enforcement of legislation and policy, the government is ultimately responsible for ensuring that human rights are upheld. In ensuring that these systems work, mechanisms for transparency and accountability ought to also be developed, such that efforts can be made to address breaches of human rights that occur at the hands of the state or citizens.
- For human rights to be effectively upheld, the citizenry must also demand that their rights and the rights of others be upheld, particularly when breaches occur. For example, challenges to discriminatory legislation is a method of holding the state accountable for human rights breaches, even against rights that are not enshrined in domestic law.
- Governments, however, are not the only entities responsible for upholding human rights. Citizens can also bear responsibility for upholding the human rights of others. In particular, service providers in both the state and nonstate sectors are responsible for ensuring that individuals' and groups' human rights are upheld. Practicing nondiscriminatory service provision, for example, is one way in which service providers are responsible for ensuring that human rights are protected.

⁴⁴ United Nations. (n.d.). Universal Declaration of Human Rights. Retrieved from <https://www.un.org/en/universal-declaration-human-rights/>

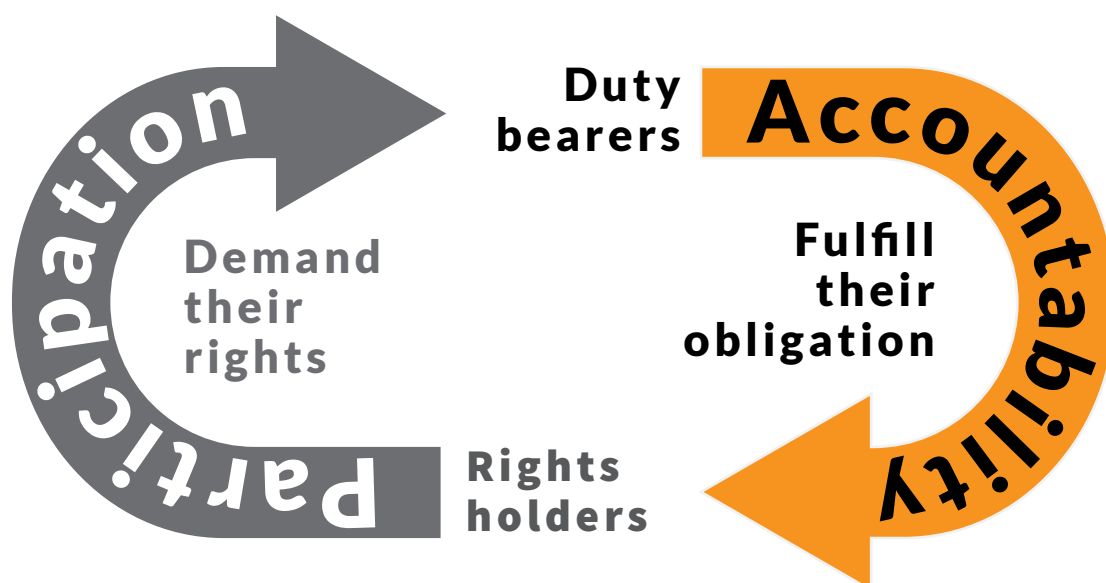


Figure 8: Participation and Accountability⁴⁵

Facilitator's Instructions

1. Read the following scenario:

"Jessie is a transgender sex worker. Jessie was a victim of a gang rape. She was found by some persons who took her to a local hospital."
2. Then ask participants to complete the following:
 - a. As key service providers:
 - i. List some of the challenges that Jessie will experience as a transgender woman attempting to access services at a public health facility; and
 - ii. How would you advocate for Jessie within your specific sector to ensure that her rights are respected?

⁴⁵ Simpson, J. (n.d.). Powerpoint Presentation. Retrieved from <https://www.google.com/Leadership Academy>

4.2 Human Rights and Vulnerability to GBV⁴⁶

OBJECTIVE	TIME
<p>By the end of the section, participants will:</p> <ul style="list-style-type: none">■ Have an opportunity to learn about and discuss human rights and how they can be protected;■ Explore their own relationship with protecting individuals' and groups' human rights.	1 hr

Rights-Holders

To empower rights-holders to claim their rights, to protect human dignity and to prevent gender-based violence, the following rights should be protected so that vulnerable groups such as women and LGBTIQ people can access GBV information and protection:

- **Non-discrimination:** protection from discrimination by the state or private citizens in seeking access to services or security.
- **Right to privacy:** the guarantee that personal information will be protected from publication through processes of confidentiality and anonymity.
- **Right to liberty and freedom of movement:** protection from arbitrary and

unlawful imprisonment, segregation, or isolation.

- **Right to education / information:** access to all information that can enrich and protect the life of an individual.
- **Right to health:** universal access to health care.
- **Liberty, security of person and freedom from cruel, inhuman and degrading treatment:** freedom from violence, including sexual violence, and freedom from mandatory testing.
- **Right to participate in public life:** this includes holding public office and participating in the democratic process.⁴⁷

Activity 4.2.1

Key Information

- Depending on the legal and social situation in a country, some groups may be more vulnerable to violence and rights violations due to their legal status or lack of human rights protection – e.g. young women, poor women, sex workers, men who have sex with men, transgender persons, and persons living with HIV.
- Consider how these groups' restricted access to information, education, commodities, healthcare, support, and treatment (etc.) could be further traumatising for them and how you can strive to create a supportive environment that does not add to their cycle of trauma.
- It is also important to remember, as a service provider, you are in a position of authority. As such, it is imperative that survivors in your care be treated with dignity, respect, and confidentiality. Maintaining an ethical approach to service provision helps to ensure that you uphold individuals' human rights.

“Stigma, discrimination, and human rights violations form a vicious, regenerative circle. The process of stigma leads to discrimination, which leads to violations of human rights, which in turn can create, legitimize, and reinforce stigma that then leads to continued discriminatory action and further human rights violations (Maluwa, Aggleton et al. 2000).”

⁴⁶ PANCAP. (2009). HIV Anti-stigma Toolkit for Educators. Retrieved from https://pancap.org/pc/pcc/media/pancap_document/hiv_antistigma_toolkit_educators.pdf (Adapted from)

⁴⁷ PANCAP. (2011). HIV Anti-stigma Toolkit for the Caribbean. Retrieved from https://pancap.org/pc/pcc/media/pancap_document/hiv_antistigma_toolkit_caribbean.pdf (Adapted from)

Facilitator's Instructions

- For larger groups, the room into smaller groups of about five to six persons and assign one right to each of the groups. Have each group discuss their right based on their experiences providing services to GBV survivors (particularly women and LGBTIQ persons) in their respective sectors.
- Have them consider strengths and weaknesses in their current approaches to serving the populations of interest. For strengths, have them explore how these could be maintained, amplified, or used to bolster a weakness; for weaknesses, have them consider how these can be improved, reduced, or supported by a strength.

Activity 4.2.2

- Ask participants within their groups to think about and discuss situations at their workplace where they may have witnessed violations against the rights of vulnerable groups, such as women and LGBTIQ persons. Ask them to also consider whether they have ever defended anyone's rights before and what groups of people they might be more inclined to defend.
- Ask the groups to develop a scenario and present it in the form of role-play. They should demonstrate how the right/s were violated and how service providers can work with survivors to create more supportive environments.

4.3 What is Advocacy?

OBJECTIVE	TIME
By the end of the activity participants will be able to: <ul style="list-style-type: none">■ Define what advocacy is;■ Understand how advocacy can be beneficial.	30 mins

Facilitator's Instructions

1. Ask participants to share their understanding of advocacy.

advocacy is important. Summarize and clarify participants' responses.

2. Ask participants to identify situations where advocacy may be an appropriate approach to supporting the needs of GBV survivors and other marginalized groups. Participants should come up with scenarios such as the following:

Here are some more reasons why advocacy is so important:

- Service providers failing to fulfill an obligation to provide care;
- Persons rights are being ignored or violated;
- A provider experiencing difficulty in carrying out a particular task;
- A client is being misunderstood or is having trouble communicating their experience/s with others.

- Advocacy makes sure that the rights of people, including those who experience violence and other most-at-risk populations, are recognised and protected;

- Advocacy can change community attitudes and misconceptions;

- Advocacy, especially when converted into impactful actions, can help you feel a sense of control over the fate of a particular circumstance;

- Advocacy can provide a powerful platform to have your voice heard;

3. Ask each participant to share why

- Advocacy can promote positive

changes in the ways organizations engage survivors of GBV;

- Advocacy be used to demand that mechanisms are in place to hold service providers and organizations accountable, and ensure that there is increased transparency in their service

provision and decision making;

- It can assist people in gaining access to resources, funding, and information.

4. Close by asking participants to share how the activity deepened their understanding of advocacy.

4.4 Who is an Advocate?

Emphasize that anyone can serve as an advocate for key populations in simple as well as more complex and organised ways at both the personal and institutional levels.

OBJECTIVE	TIME
By the end of the activity participants will be able to: <ul style="list-style-type: none">■ Understand the role of an advocate;■ Consider how advocacy can be applied to their own work/roles as service providers.	1 hr

Key Information

- There are three main types of advocacy:
 - **Individual Advocacy** is when the advocate concentrates their efforts solely on advocating for one or two people. The advocate could be a staff member of an organisation, a carer, family member, friend or volunteer.

This type of advocacy is focused on the specific needs or situation surrounding an individual.

- **Systemic Advocacy** is primarily concerned with influencing and changing the 'system' (such as legislation, policy, or institutional

practices) in ways that will benefit disadvantaged groups. In this instance, advocates will encourage overall changes to broader systemic mechanisms or processes, such as the law, policies,, and culture.

□ **Self Advocacy** is similar to individual advocacy, but instead efforts are focused on self and not others.⁴⁸

- Understanding these types of advocacy can help to determine the strategies needed to better support survivors. For example, there may be an individual who has been victimized by a colleague of yours

and who is seeking intervention. Advocating on their behalf would be a form of individual advocacy. Systemic advocacy might include providing feedback to the executive or administrative personnel at your place of work that proper systems of accountability be implemented, such that service users can seek recourse in these situations. Self advocacy may entail requesting adequate training and resources be made available for you to improve your service delivery approach. It is possible to combine each type of advocacy to create a holistic strategy that touches on a multitude of institutional, collective, and individual weaknesses.

Facilitator's Instructions

1. Ask participants to share who is/can be an advocate.
2. Ask participants to share what are some of the roles and responsibilities that an advocate would undertake. Participants' responses could include:
 - To speak for yourself or on behalf of someone else , or to amplify the voice/s of marginalized populations.Share relevant resources that educate

and empower marginalized or affected populations.

- An advocate may share tools that can empower people to actively challenge others' unfair assumptions or to address violations of boundaries.
- An advocate can help people recognize and make good use of their own skills and strengths, while also building their capacity in areas where they may need support or strengthening.

4.5 Time for Advocacy...Time for Action

OBJECTIVE	TIME
By the end of the activity participants will be able to: <ul style="list-style-type: none">Explore their willingness to see themselves as advocates;Determine whether and how their organizations are prepared to create an enabling environment for victims of GBV	1 hr

Facilitator's Instructions

Divide participants into groups and ask them to address the following questions based on their experiences within their specific sector while they reflect on the information shared before.

Are you prepared at your facility? If yes, explain how? If no, explain why.

- To help prevent GBV within the community and among families?
- To demonstrate your organization's capacity to provide quality services to all without exception
- To deal with a situation when an affected service user asks for help?
- To address instances of employees refusing to work with victims?
- To respond to an employee(s) refusing to work with members of key/vulnerable populations or groups

Have you considered or do you have the following five essential elements recommended for development of comprehensive programs in the workplace at your facility?

- Workplace policy
- Training for managers, supervisors, and union leaders
- Employee education
- Family education
- Community service

⁴⁸ Rogers, J. A., & Williams, A. (n.d.). Systems Advocacy: What is it and How to Do it. Retrieved from <http://www.cmhsrp.uic.edu/download/SystemsAdvocacyPPT.pdf>

Some Additional Suggestions for Care Providers

1. Take a lead role in public discourse around gender-based violence and the right to access quality healthcare and treatment.
2. Support co-workers who are struggling to provide care and promote prevention measures for all victims of gender-based violence.
3. Outline, study and promote the human rights of victims and survivors of gender-based violence through available mechanisms at the national, regional and international levels.
4. Help safeguard the rights of persons affected by gender-based violence.
5. Demand inclusive workplace policies that do not discriminate against women, LGBTIQ people, and others affected by gender-based violence.
6. Lobby for the implementation of laws and policies that protect those affected by gender based violence.
7. Through action and example, inspire others to hold themselves accountable to their constituents/people they serve.
8. Condemn the discrimination and stigmatization of survivors and victims of gender based violence.
9. Include survivors of gender-based violence in their case management strategies, and solicit and incorporate their feedback on service delivery and the development of programs intended to improve their quality of life.
10. Engage the participants in a discussion based on these questions for consideration.
11. Conclude the session by asking participants to consider a set of actions they are willing to commit to initiating in their journey as client advocates. For participants who are struggling to think of specific, actionable activities, remind them that training others in how to sensitively respond to survivors of GBV can be a pathway to their advocacy process.

Developing a Joint Roadmap for Action

Facilitator's Instructions

Step 1: Engage the large group in a discussion to list the key challenges that have been identified during the discussions over the course of the training. Try to identify at least 4 challenges.

Step 2: Divide the large group into 4 groups and assign one of the challenges to each group.

Step 3: Each group will discuss the challenge and identify concrete actions that need to be taken to achieve institutional change.

Step 4: Discuss these actions with participants and fill out the following table:

Challenge	Action to be Taken	Persons / Sector Responsible	Outcome	Timeframe
Example: Weak Coordination among service providers to meet the needs of gender-based violence victims	Development of Multisectoral GBV Protocols for the nondiscriminatory provision of services to diverse populations.	Department of Gender Affairs	Greater coordination among partners to address the needs of survivors, including women and LGBTIQ people.	2 years

Step 5: Mention to the participants that they will need to further explore the tasks related to each action and identify approaches to monitoring and evaluating their performance toward ensuring that action objective are being achieved.

Appendices

Appendix 1: Glossary of Terms

Ally — Someone who advocates alongside and supports a community to which they do not 'belong'. To be an ally a person should not simply self-identify as one but demonstrate their commitment to the cause they are aligned to, through action.

Behavior Change Communication (BCC)⁴⁹ — Behavior change communication promotes tailored messages, personal risk assessment, greater dialogue and an increased sense of ownership of the response by the individual and the community. It is developed through an interactive process, and its messages and approaches use a mix of communication channels to encourage and sustain positive, healthy behaviors.

Bisexual⁵⁰ — A person whose primary sexual and affectional orientation is toward people of the same and other genders, or towards people regardless of their gender. Bisexual attraction does not have to be equally split, or indicate a level of interest that is the same across the genders an individual may be

attracted to. The term is often used interchangeably with “pansexual” — attraction to all genders or to others irrespective of their gender.

Cisgender⁵¹ — The term was coined by transgender activists in the 90s to create a better way to describe people who aren't transgender. The prefix “cis” means “on the same side as.” So while people who are transgender move “across” genders, people who are cisgender remain on the same side of the gender they were assigned at birth. To give an example, if a baby was assigned male at birth (AMAB) and they identify as a man throughout their life, they would be considered cisgender.

Coercion / Threats / Intimidation⁵² — All forms of psychological abuse, coercion / threats / intimidation are tactics used to control another person's behaviour. Specific acts used to make another person feel afraid may include looks or gestures, destroying property, hurting pets, displaying weapons,

threatening to leave, taking children or attempting harmful behavior (e.g. suicide), threatening to reveal sexual orientation and/or gender identity to community, employer, family or ex-spouse.

Coming Out — The process of becoming aware of one's sexual orientation or gender identity, accepting it, acting on it, and telling others. This process usually occurs over time and in stages. This process may occur in a different order depending on each individual. Typically it may be described as a lifelong, dynamic process.

Comprehensive Sexuality Education^{53,54} — Sexuality education is defined by UNESCO as “an age-appropriate, culturally relevant approach to teaching about sex and relationships by providing scientifically accurate, realistic and non-judgmental information.” Additionally, “sexuality education provides opportunities to explore one's own values and attitudes and to build decision-making, communication and risk reduction skills about many aspects of sexuality.”

Corrective Rape⁵⁵ — The term corrective

rape refers specifically to the rape of lesbian* women on the basis of their sexual orientation. Corrective rape is used interchangeably with the term “curative rape”. Oxford dictionaries define the term “corrective” (adjective) as “designated to correct or counteract something harmful or undesirable” and the term “curative” is defined as “able to cure disease”.

Empowerment — Empowerment is not well defined within the literature, but is commonly used in social justice movements. For the purposes of this manual, it can be considered the end result of concerted efforts and actions taken by individuals or groups of people, including marginalized populations, to overcome injustice or inequalities. Social and economic empowerment has also relied on mobilizing vulnerable groups and individuals to respond to their discrimination and marginalization, through calls for equality of welfare, and equal access to resources and decision making power at the domestic and national levels.

Emotional and Psychological Abuse^{56,57} — Non-physical acts of violence committed in

an attempt to control, isolate, or scare another person, which diminish their sense of self-esteem, independence, and esteem. It often relies on verbal attacks, such as name-calling, insulting, criticising, humiliating, and threatening another person. It creates psychological instability by lying, manipulating insecurities, minimising feelings (or gaslighting), guilt tripping, withholding affection, ignoring and exclusion. Financial abuse and other forms of control – such as frequently demanding whereabouts, requiring immediate responses to calls / messages, or spying on the other person – are also connected to this type of abuse.

Financial Abuse⁵⁸ – Involves preventing an intimate partner / family member from getting a job, jeopardizing their employment, making them ask for money, withholding / taking their money or conversely expecting your partner to support you.

Gaslighting⁵⁹ – Another form of emotional abuse commonly seen in abusive relationships. It is the act of manipulating a person by forcing them to question their thoughts, memories, and the events occurring around them. A victim of

gaslighting can be so far removed from trusting their own judgement that they question their own sanity.

Gay – The term gay can refer to same-sex attraction and/or behaviour, or describe a wider communal identity or sense of belonging to the LGBT+ community. It is important to note, though, that sexual behaviour does not always neatly align with sexual and/or gender identity and so an individual's self-identification should be respected, regardless of who they sleep with. In the context of HIV and sexual and reproductive health, for example, the expression 'men who have sex with men' or MSM has become a formalized category in order to clearly distinguish between sexual behaviour and sexual identity.

Gender⁶⁰ – Gender refers to the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men. It varies from society to society and expectations of gender can shift over time. While most people are born either male or female, they are taught 'appropriate' norms and behaviors – including how they should

interact with others of the same or opposite sex within households, communities and work places. When individuals or groups do not conform to established gender norms they often face stigma, discriminatory practices or social exclusion. It is important to be sensitive to different identities that do not necessarily fit into binary male or female sex categories.

Gender-Based Violence^{61,62} — Gender-based violence describes violence that establishes, maintains or attempts to reassert unequal power relations based on gender.” It encompasses acts that inflict physical, mental or sexual harm or suffering, threat of such acts, coercion and other deprivations of liberty. The term was first defined to describe the gendered nature of men’s violence against women. The definition has evolved to include violence perpetrated against some boys, men and transgender persons because they challenge (or don’t conform to) prevailing gender norms and expectations (e.g. they may have a feminine appearance), or to heterosexual norms.

Genderqueer — A person whose gender falls outside of typical cultural definitions of being

either a man or a woman. This person may identify with multiple genders, no gender, and/or with notions of gender outside of the mainstream.

Gender-Sensitive — Gender-sensitive policies, programs, or training modules, on a basic level, recognize that both women and men are actors within a society, that they are constrained in different and often unequal ways and that they consequently may have differing (and sometimes conflicting) perceptions, needs, interests and priorities. However, progressive approaches should also seek to understand how gender can be used in restrictive ways, especially against people who do not conform to societal expectations and performances of gender.

Heterosexism — The usually implicit assumption that heterosexuality is ideal, preferable to other sexual orientations and/or the only valid option.

Intersex⁶³ — Intersex is a general medical term used to describe a breadth of circumstances in which a person is born with a reproductive or sexual variations that do not fit the conventional definitions of

“female” or “male”. Sometimes, an intersex person is assigned female or male at birth, and surgical interventions are performed to create anatomical changes that align with conventional understanding of being “male” or “female”. However, these interventions often produce psychologically and physically harmful effects. Intersex babies are also always assigned a legal sex, which may not align with their gender identity when they age. Being intersex is a naturally occurring variation in humans, and isn’t a medical problem.

Internalized Homophobia — The experience of shame, aversion, or self-hatred in reaction to one’s own feelings of attraction for a person of the same gender/sex.

Intimate Partner Violence⁶⁴ — This is a form of violence occurring between current or former intimate partners. It can include stalking, public harassment, threatening to hurt any new partner/s or anyone suspected of being a new partner, threatening to ‘out’ LGBTI persons (revealing their sexual orientation and/or gender identity) without their consent, or in some way attempting to

manipulate the person into restarting their relationship.

LGBTIQ⁶⁵ — Shorthand or umbrella terms for all people who have a non-normative (or queer) gender or sexuality. There are many different initialisms people prefer. One of the most commonly used, LGBTIQ stands for Lesbian, Gay, Bisexual, Transgender, Intersex, and Queer.

MSM — A term that refers to men, regardless of their identity or sexual orientation, who may have sexual contact with other men.

Online Or Cyber Violence⁶⁶ — A type of violence committed in cyberspace, that includes limiting a person’s independence online, infringing upon their privacy, using online communication to slander someone or disclose private information (like a person’s LGBTI status or intimate content), stalking online and using personal information to threaten, frighten or intimidate, including sharing private photographs/videos without consent.

Partner — A gender-neutral term to describe one’s life partner. Members of the LGBTI

community and heterosexuals may use this term for different reasons, including wanting to challenge heterosexism (see above) or as a way of maintaining privacy.

Physical Abuse — Acts of violence toward another person, including but not limited to punching, shoving, slapping, biting, kicking, using a weapon with intent to harm, throwing items, breaking items, pulling hair, and physically restraining another person against their will.

Queer — Historically a negative term meant to insult lesbian, gay, bisexual and transgender people that has more recently been reclaimed by the community to positively describe their identity. It is often used to reference a more flexible view and experience of gender and/or sexuality. Some people still find the term offensive, while others use it as a more inclusive term that allows for freedom of expression beyond labels.

Sex⁶⁷ — is a label — male or female — assigned by a doctor at birth based on the genitals you are born with and other sex markers such as chromosomes. Sex is also a legal designation that is assigned to identification documents,

such as your birth certificate, driver's license, etc.

Sexual Assault / Abuse^{68,69} — Any type of behaviour that results in unwanted sexual contact or attention, engaged in through coercion or force. It involves breaches of consent and can include (but is not limited to) sexual harassment, voyeurism (watching private sexual acts), and rape.

Social Isolation⁷⁰ — Involves controlling who an intimate partner/family member sees, talks to, and where they go. This type of abuse is meant to cut a person off from any support system they may have/rely on outside of the relationship and is a form of psychological abuse.

Transgender / Trans⁷¹ — The term trans is derived from the Latin word meaning “across from” or “on the other side of.” Transgender is an umbrella term for people whose gender identity differs from the sex they were assigned at birth. It is however important to note that being trans* is not indicative of a person's gender expression, sexual orientation, hormonal makeup, physical anatomy, or how one is perceived in daily life.

Despite its common usage, transgender does not have an “ed” at the end.

Transphobia — A term used to describe any level of discomfort or disapproval for people who are perceived to be transgender or people who act in ways counter to gender expectations.

Trans Woman / Trans Man⁷² — Trans woman generally describes someone assigned male at birth who identifies as a woman. This individual may or may not actively identify as trans. It is grammatically and definitionally

correct to include a space between trans and woman. The same concept applies to trans men. It is also ‘acceptable’ to simply use the terms woman or man to describe people of trans* experience but it is recommended that you clarify individuals’ pronouns before making reference to their gender and running the risk of misgendering them. The most important thing to remember is to use the term and pronouns preferred by the individual. Everyone appreciates and deserves to have their gender identity respected, not only members of the LGBTI community.

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Appendix 2: Facilitation Tips and Techniques

Facilitator's Profile

The facilitator(s) who will conduct these training should be:

- Able to handle the specific topics being presented.
- Able to handle potential tension between group members, excessively dominant or passive participants and the expression of strong emotions.
- Familiar with the culture of the participants and sensitive to cultural differences (either between group members, or between facilitator(s) and participants).
- Aware of gender, age and ability differences and how these affect the dynamics of the group within specific cultural contexts.
- Able to remain objective during discussions
- Able to gently arouse the interest of passive participants
- Prepared and informed as well as flexible to unexpected changes
- Punctual and ensure that the agenda is completed satisfactorily
- Able to guide the group to successfully accomplish the objectives set for the training session.
- Approachable and sociable

If possible, consider having two facilitators to co-facilitate, particularly for a long training or a large group. Two facilitators can model cooperative ways of working together, demonstrate different facilitation styles and provide more attention during small group work.

Characteristics of an Effective Facilitator

Every facilitator will bring his or her own set of unique qualities to the session. However, certain characteristics will make a facilitator much more effective and the group more successful.

- An effective facilitator forms a mutual trust relationship with the group - the group trusts the facilitator to foster a safe environment while the facilitator trusts the group to engage in meaningful learning. In addition, the facilitator possesses strong interpersonal skills and has the ability to build rapport with people quickly. He or she is open and sensitive to the feelings of others and can make others feel at ease.

- An effective facilitator carefully observes the group to diagnose how well the group is working together. Based on those observations, the facilitator makes adjustments and implements different strategies to improve the working relationship of the group. Skill in depersonalizing anger and negative comments help the effective facilitator guide a group through the process of reaching the desired outcomes.
- An effective facilitator listens actively to participants, but remains neutral and non-defensive. While guiding the group through different perspectives and helping them engage in constructive dialogue, the facilitator does not impose his or her will on the group or advance his or her own agenda. The group must reach its own conclusions.
- An effective facilitator has the ability to look at the big picture in relation to the work the group is engaged in performing.
- The facilitator has a clear understanding of the tasks the group is to complete, can break them into manageable segments, and can successfully articulate the work to the participants.
- A facilitator serves the needs of his or her group by allowing the participants to do most of the talking, setting up the conditions for success, and creating a safe and open environment for discussion.
- There are three primary goals of the facilitator: facilitating task accomplishment, the development of group processes, and the overall development of a group.

Responsibilities of the Facilitator

- Providing a safe but stimulating meeting climate.
- Providing a global view of the group and its processes.
- Serving the group in whatever ways are needed to help it be successful in its assignment.
- Taking in group energy and emotions and re-channeling these to help the group stay productive.
- Tracking conversations; bringing the group back into focus when the conversation strays too far off topic.
- Providing information needed by the group to complete its assignment.
- Encouraging participants to share knowledge with others outside of the session.

Planning Training

Before carrying out training, it is important to assess the needs of the participants by asking the following questions:

- Who has requested this training?
- Why is training felt to be necessary?
- What are the important social and political conditions in the community in which the training will take place?
- Have the participants been personally affected by violence Gender-based Violence?

If So, How?

- Who are the participants? What is their cultural background? Does it differ from that of the facilitator?
- What is their age group? Does it differ from that of the facilitator?
- What is the educational background of the participants?
- What experience do the participants have with training on the specific topic being covered?
- What do participants see as major issues to be considered in the discussions?

Pre-training Considerations

As training in some of the subject areas may be sensitive and involve expressing emotions and opinions, the facilitator is responsible for being aware of the following:

- Making clear to participants the objectives of the training.
- Maintaining equal participation and minimizing tendencies of certain individuals to dominate or monopolize discussion.
- Making clear to participants that they have the freedom not to participate in an activity if they feel uncomfortable.
- Ensuring privacy – participants should not feel pressured to reveal personal information if they do not want to.

- Ensuring confidentiality on personal matters discussed during the training.
- Providing adequate time for the debriefing of each activity, so that any strong feelings that may have been raised can be aired.
- Being aware of any emotional distress in a participant and making provisions for that person to be appropriately supported.
- Seeking feedback and evaluation from participants and taking it into serious consideration in planning the sessions that follow.
- Remaining objective in discussions and not imposing your opinions or values.

Practical Considerations

The facilitator will need to make sure that the space for training is large enough for both full group and small group work. Having cozy “break-out” areas for small-group work can be helpful.

Furniture should be easy to move to allow for flexible groupings. Conducting large group sessions with the group seated in a circle is better for discussion dynamics than row-style seating.

Agenda Setting

The agenda should be finalized in advance of the training, specifying clearly the rules and responsibilities of each facilitator (if there is more than one).

The agenda can be confirmed with the participants in the setting of ground rules, including the time to be allocated for lunch and tea/coffee breaks. If any adjustments need to be made, this can be decided during the first session of the training.

Introducing the Training

Icebreakers

Icebreakers are useful at the start of training to:

- Help participants to get to know each other.
- Create a stimulating learning environment.

An example of an icebreaker is:

“Draw-your-profile” (40 minutes)

1. Distribute a sheet of A4 paper and a marker to each participant.
2. Ask every participant to draw herself/himself and sign her/his name at the bottom of the paper (10 minutes).

Each drawing can represent a participant in his/her work situation, or something symbolizing what each participant likes about their work.

3. Ask participants to explain their drawings to the others.

Materials

A4 paper and marker for each participant and others present in the room.

Energizers

Energizers can be inserted at any point during training to “liven up” a session and enhance participants’ learning. If the facilitator does not have any energizers planned, participants may be asked to take charge of these activities that can include songs and short games.

Some facilitators prefer to use energizers that are linked closely to the topic of the sessions.

Ground Rules/Group Guidelines

At the start of a training course, it is important to establish ground rules among the participants and the facilitators. This can be done through an open forum; participants suggest the rules, which the facilitator notes down on flip chart paper.

Once this exercise is completed, the sheet of paper can be placed in a visible place in the training venue.

Hopes and Expectations

At the start of the training, participants may be uncertain about what they will be asked to do, and whether the training will prove useful for them.

One way to address this is to ask participants to note down the following on two colored cards (using a different color for each):

(a) What do I hope to get out of the course? (Expectations)

(b) What do I want to avoid during the training? (Fears)

The cards can then be placed anonymously in a pile. When all the cards are in, the participants return to the pile and each draw one card.

Each participant reads one card to the rest of the group. A brief discussion can follow, in which people's hopes and expectations are acknowledged.

The facilitator can write down some of the expectations and fears as expressed by the participants and post them on the wall somewhere in the room so that it can be referred to easily during the course of the training sessions.

It is important to ensure that all expectations and fears are validated and deemed as important and relevant.

Facilitation Techniques

This Module is designed using a mixture of interactive facilitation techniques, including plenary sessions, small-group work (buzz-groups) and role plays.

In an interactive session, participants are able to:

- Seek clarification.
- Raise questions.
- Think actively.
- Practice what they learn.

During such a session, the facilitator:

- Feels challenged.
- Develops relationships with the learners.
- Begins to understand the learners' needs, limitations and strengths.

- Starts responding to the learners' needs.
- Starts learning herself/himself.
- Adds to her/his own knowledge.

Plenaries

"Plenaries" is a method used for bringing all the participants back together after they have worked in small groups or on individual and sub-group activities or assignments. Plenaries can take the form of short reports presented to the rest of the group by nominated spokespersons or informal but structured group discussions.

Plenaries need to be controlled, as they can either become rushed and ineffective, or slow and time-consuming. The facilitator should set strict time limits for each spokesperson and work out beforehand the time allocated for each presentation in a plenary session.

The facilitator should be able to manage feedback and be prepared to ask the contributor for further clarification on points.

Small-Group Work (Buzz-Groups)

Within a training session, a small group would usually have four or five members. Small groups work on tasks identified in the whole group (plenary). Small groups may work in parallel or on different parts of the same task. Small-group work can be used in many situations, for example, whenever participants need to exchange experiences, make decisions or tackle problem-solving tasks. Some management is necessary to ensure the effectiveness of small-group work.

The facilitator should ensure that:

Groups know and understand the task assigned to them.

The facilitator is available for further clarification while the task is in progress.

Feedback from small groups is properly managed and group rules established so that each group knows how long their presentation will last.

Decisions are taken on how to handle inter-group questions and comments.

Discussions do not go off tangent.

Role-plays

Role-plays are a valuable tool in training. They have two main uses:

- Illustrate experiences of the participants that are relevant to the training, e.g., a dispute between a couple in a workshop on domestic abuse
- Provide participants with the opportunity to rehearse situations they anticipate could take place, e.g., negotiating safe sex with a partner. Participants may volunteer for different roles or may be selected by the facilitator. Role-plays normally last only a few minutes.

Role-plays may be conducted by the whole group or by smaller groups. They may be presented in turn by the smaller groups to the whole group or done as a “fishbowl” exercise where only a few actually take part while the others observe.

Every role-play needs to be followed by a debriefing session for participants to discuss how they felt, to share new insights and for clarification.

Using Audio-Visual Materials

Blackboards

A blackboard is used to list key points, to illustrate (such as a plan or diagram) or to record ideas and information from the group.

Blackboards are good for exercises such as brainstorming, where the facilitator needs to write a lot of ideas quickly. However, when using the whiteboard, only write down key issues or ideas, and allow participants enough time to take down or think about the ideas for themselves.

Flip Charts

Flip charts are useful when points made or ideas shared are referred to in subsequent sessions. These can be displayed around the room. They can also be kept for future reference or for use in further training exercises.

Overhead Projector

The overhead projector (OHP) is an effective and convenient way of displaying information and emphasizing points. It also has an important advantage over boards and flip charts, in that in using it, the facilitator does not turn her/his back on the group.

When you are preparing transparencies avoid putting too much information on each sheet. Text has to be large enough to be read by everyone.

LCD Power Point Projector

The LCD Power Point projector is an effective and convenient way of displaying information and emphasizing points. Like the Overhead projector, the facilitator does not turn her/his back on the group.

Pictures and other graphics can be included which makes for more attractive presentations.

Tips for the Facilitator

As you prepare for the workshop, there are several tasks you will need to complete.

1. Prepare an agenda and articulate the goals and outcomes for the session. If possible, request input from the participants when setting the agenda and establishing goals.
2. Second, inform the participants of the time, place, purpose, required materials, and required reading for the meeting. It is helpful to send participants a reminder a few days prior to the meeting.
3. Make sure that you are at least half an hour early at the venue of training to ensure that all necessary arrangements are made. Some person may come early to the training.
4. Fourth, make sure you secure an acceptable location for an adequate amount of time and prepare the room for the meeting. Have furniture, technological devices, and materials accessible and in working order.
5. Fifth, organize refreshments for the session and place them in a convenient location. You can solicit the help of other participants or groups (such as parent/student groups, community volunteers, or caterers) to organize the refreshments.
6. Finally, arrange for someone to take the minutes of the meeting (as necessary) and distribute to all participants – and other interested parties – following the session.

Physical Space

The following are some important considerations when planning and presenting a professional development workshop.

1. Be cognizant of the arrangement of the furniture. Different arrangements facilitate different types of meetings. Create an arrangement that promotes group interaction—circle, horseshoe, small groups.
2. Make sure all participants can see the facilitator and any visual aides. If participants are seated in circles and some will have their backs to the speaker, make sure there is enough space to turn chairs around.
3. Be aware of the lighting in the room. If the lights must be dimmed for digital presentations, make sure the switch is in an accessible place and you do not waste time moving back and forth to turn on the lights.
4. Make sure participants can easily find the meeting place. Give directions ahead of time and post signs at the meeting site. A few days before the meeting, send a reminder notice to participants with date, time, and directions.
5. Place the refreshments in an accessible area, but where they will not be a distraction. For a full day session, provide refreshments for the beginning of the session, a morning break, and an afternoon break.
6. Consider the use of music to set the tone for your meeting. Have music playing in the background as participants enter the room, play music during reflective writing time, or use music to signal a transition.
7. Make sure you have a few extra handouts; people often lose them or want to take a clean copy. Materials should be organized for each activity and easily accessible for participants. Double check the technological tools you will be using (computer, overhead, slides, television sets, etc.). Have a back up plan if one should stop working during the session.

Communication

1. Practice reflective listening. Listen carefully to what all participants have to say, then paraphrase and give it back.
2. Use specific language and a distinct tone to steer discussions where you want them to go. Use positive prompts that initiate thinking in the right direction. For example, “What can we do together to . . .” or “As we move forward, what are the next steps in . . .”
3. Respect adult behavior, but expect professional courtesy. Make it clear that this meeting is important work and in order to meet the objective, all participants must behave in a professional manner.

4. Use visuals effectively. Visuals can reinforce information, deflect negative attention from the facilitator, synthesize data, demonstrate knowledge, present a concrete image of a concept, and validate insights. When you need participants to remember something, get them to see it in as many forms as possible.
5. Be aware of your position in the room as you facilitate the meeting. If you stand in the front of the group for the entire meeting it implies you command all the attention. If you remain seated at the back of the room throughout the session, it implies you are not in control of the group.
6. Use natural gestures to emphasize your intentions or meaning. Gestures and other forms of nonverbal communication can also help maintain control of the group and deflect negative energy from its intended target.
7. When giving directions, keep in mind the task and the audience. Remember that your participants are adults, but the directions must still be clear and easy to follow.
8. Prepare an “attention-getting” signal and articulate it to the participants. Use the signal to bring the large group back together or calm a chaotic moment. E.g. raising your two hands.
9. Don’t give incorrect information. If you are uncertain about a question or issue refer the person to a possible source of information.
10. Be firm in steering discussions and dealing with difficult participants.

Dealing with Difficult People and Situations

1. Place controversial information on a handout, chart, or project onto a screen. This takes the focus away from you or the speaker as the source of the information.
2. Use reflection techniques and gestures when arguments get heated. Restate what people have said in a calm, neutral tone, or use hand gestures to indicate your intentions. If necessary, take a break and give participants a chance to cool down. Resume the meeting with positive statements.
3. Involve the participants in establishing ground rules for behavior. Remind people of these rules if they interrupt, use personal attacks, or promote negativity.
4. If the group seems disinterested in the task, try breaking the meeting into parts or engaging the participants in conversation about how to accomplish the task. If a single participant seems disengaged, use proximity, eye contact, and questioning techniques to bring him or her into the meeting.

5. When dealing with difficult people and situations, it is important to remember that it is not a personal reflection of the facilitator. However, it is the facilitator's responsibility to identify the difficult people and situations and take an active role in resolving the issue as quickly and as unobtrusively as possible.

Adult Learners

- Adults and children learn in different ways, therefore, educational strategies must be modified when working with adult educators.
- Adults should have input into what they will be learning about and how they will be learning it. The participants should be involved with choosing the content and developing the plan to reach desired outcomes.
- Adult learners bring knowledge and experience to the new learning environment. It is important for adult learners to connect what they already know to the new learning experience.
- Adults receive information and learn in many ways, just as children do. Adults also have preferred learning modalities – auditory, kinesthetic, tactile, and visual.
- Adult learning is more effective when it “addresses the concerns and issues faced daily” by the learner. In addition, adults are more comfortable when learning takes place in a collaborative environment,
- Adult learners need time to reflect on new knowledge and implementation of new skills.
- Adult learners need on-going support to apply and sustain what has been learned.

Evaluation

Evaluation is a crucial process in any training module. Evaluation can be done both during the training and at the end, in order to further improve the planning and facilitation of sessions of that particular training or for future training workshops. On-going participatory evaluation during training can also help engage participants and provide them with ownership of the training process.

Evaluation during the Training

One technique is to provide daily evaluation sheets, which are collected at the end of each day (see Appendix). These should be analyzed and synthesized in the evening, and reported at the plenary the next morning to decide on possible changes if needed.

Small groups can also be formed during the start of the training (when setting the ground rules), with each group allocated a day each (during the training) to report to the facilitating team after the sessions.

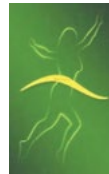
This facilitates open dialogue between participants and the facilitators in a smaller setting and can provide a venue for useful comments.

Evaluation at the End of the Training

Evaluation can be incorporated in the summary session of the training. One technique is to use the “cabbage game”, whereby a series of questions to evaluate the course are written on sheets of (green) paper. These sheets are then crumpled together to symbolize leaves of a cabbage. The facilitator starts the game by asking participants to sit in a circle. The facilitator then throws the cabbage to the participants. The participant who catches the cabbage gets to open the first “leaf”, reads the evaluation questions aloud and responds to it in plenary. The participant then throws the cabbage to another participant, and the process is repeated. At the end of a training session, a final evaluation form can be circulated for each participant to comment more extensively on the training experience.

An evaluation questionnaire can also be prepared and participants can be asked to share their feelings and thoughts on the training session and provide recommendations for future training sessions.

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