



# SOGIESC 101

## FACILITATION GUIDE





# OVERVIEW OF CONTENT IN SOGIESC 101

This guide is made to assist CBOs, CSOs and other institutions in order to carry out the capacity building activities on the basic knowledge of SOGIESC.

Following are the identified key concepts drawn from external research to be used in every module in the training workshops/sessions.

These concepts are not exhaustive and we recognize that there are many more; however, we have selected these based on their usefulness in stimulating dialogue.

It is important for the facilitator and planning team to familiarise themselves with the concepts presented in order to better understand the methodologies used to explore them.



# OVERVIEW OF CONTENT IN SOGIESC 101

## **Introduction**

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To start the workshop, a simple yet wholesome introduction to the important terminologies and their meanings relating to the theme such as SOGIESC, LGBTQIA+ and Ally should be explained to the participants

## **Sexual Orientation**

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A detailed breakdown of what sexual orientation is and what are the different identities associated with it is presented in this section. It is significant to elaborate on the different types of attraction, which are equally valid, and the role it plays in defining one's sexual orientation.

## **Gender Identity**

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Similar to the previous section, this part of the session provides a space for the participants to learn an inclusive meaning of gender identity and the different gender identities existing.

An emphasis is also given in sharing the diverse gender transforming practices known alongside the need to understand and use mindful pronouns.



# OVERVIEW OF CONTENT IN SOGIESC 101

## **Gender Expressions**

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Participants should be able to learn the difference between Gender Identity and Gender Expression. Accordingly in this part of the session, the facilitator should demonstrate the differences.

## **Sex Characteristics**

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The final component of SOGIESC should explain the physical and biological sex characteristics that one possesses and its role in influencing one's identities.

## **Coming Out**

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After the desensitisation of SOGIESC for the participants, they should be taught and given the resources that includes QVoB's already published "Coming out" guide to navigate their individual journeys while also being able to use it to help others going through such a stage.



# OVERVIEW OF CONTENT IN SOGIESC 101

## **In relation to Bhutan**

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To localise the information on SOGIESC to the participants' cultural and political environment, facilitators should narrate the timeline/ instances in Bhutan that relates to the different milestones achieved for people with diverse SOGIESC. This includes sharing of important dates in a year and the diverse activities carried out during such dates

## **Videos links**

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Queer Voices of Bhutan has an ongoing Queer talk show that highlights the different lives and journeys of Bhutanese LGBTIQ+ individuals, which could help participants humanise the whole learning experience and gain a more comprehensive understanding about SOGIESC.

## **Resources**

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An activity to evaluate the participants' understanding of the session is through the Gingerbread person illustration. This activity is said to be a very easy yet equally impactful technique adopted in most SOGIESC educational sessions.



# OVERVIEW OF CONTENT IN SOGIESC 101



## Contact

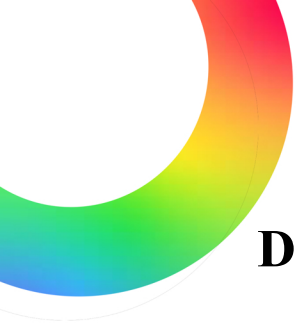
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For further queries, support, collaboration, Queer Voices of Bhutan can be reached through different social channels, which are all displayed in this section.

## References

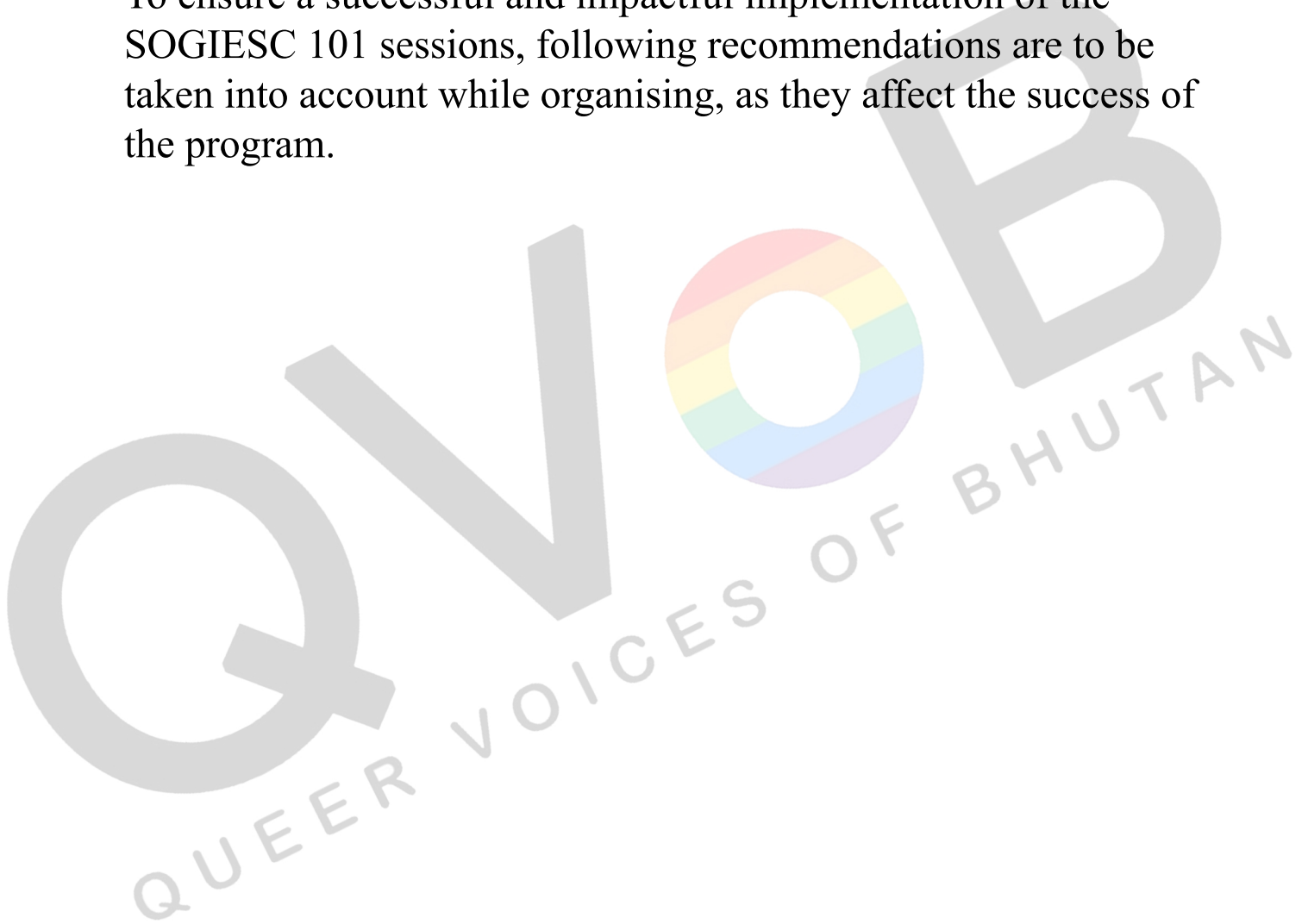
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As information in the QVoB SOGIESC toolkit does reference information from external sources, all of them are listed here for further exploration.



## DESIGN AND IMPLEMENTATION

To ensure a successful and impactful implementation of the SOGIESC 101 sessions, following recommendations are to be taken into account while organising, as they affect the success of the program.





# DESIGN AND IMPLEMENTATION

## Conditions for Implementing A Successful Training Program

***Human and Financial Resource commitment*** : It takes a dedicated team of organisers and external facilitation experts to participate in design and implementation of the activities. This requires the allocation of adequate funds.

***Clear understanding and assessment of SOGIESC issues that need to be resolved*** : Facilitators are expected to have comprehensive insight on SOGIESC related issues in the region and should have researched on the possible strategies and solutions people can implement on an individual and community level.


***Time for learning and reflection*** : The organising and facilitating professionals should be given adequate time to learn, reflect and prepare to engage in the training.

***Follow-up and on-going learning*** : Learning is an on-going process, and one training program alone cannot be the only opportunity for staff to build awareness and skill. On-going follow-up activities are critical for sustained impact.



# DESIGN AND IMPLEMENTATION

## Organising a Strong Facilitation Team



***Build a diverse facilitation team*** : It is invaluable to have a team composed of different SOGIESC, background, culture and work-styles. The team's diversity in itself is a resource that can contribute to the content and provide the opportunity to both model and put into practice the concepts being taught.

***Utilise local resources as external facilitators*** :Local knowledge and expertise adds tremendously to developing content that is context specific. It is helpful to have external facilitators to support the design and development of a program.

***Take the time to reflect and share personal perspectives on SOGIESC Issues*** : The team should take the time to share individual experience, personal thoughts, concerns and emotions about SOGIESC.



# DESIGN AND IMPLEMENTATION

## Organising a Strong Facilitation Team

***Take the time to reflect and share personal perspectives on SOGIESC Issues*** : The team should take the time to share individual experience, personal thoughts, concerns and emotions about SOGIESC.

Taking time to reflect is an important part of the process. Our attitudes and values affect the way we work and interact with others. It is important to understand these and how they might affect the way we facilitate training sessions. Below are some guiding questions:

- Why is it important to talk about SOGIESC?
- What SOGIESC issues are you comfortable talking about, and which issues make you uncomfortable, and why?
- What values and attitudes are important to you about SOGIESC?



# DESIGN AND IMPLEMENTATION

## Organising a Strong Facilitation Team

***Clarify team leadership*** : Prior to implementing the sessions there must be clarity around leadership. Who is the lead facilitator? While the facilitation is a team effort, team members must recognize the value of delegating leadership within the team to ensure efficiency in decision-making and communication.

***Clarify roles and expectations*** : The lead facilitator and team leader should clarify upfront the expectations and roles from the team. It is essential that team members are clear from the beginning what level of contribution is expected around design and facilitation of the program.

***Feedback and coaching*** : Team members can improve their individual and collective effectiveness by sharing their personal work styles, strengths and weaknesses by openly encouraging honest feedback and by coaching one another. This opens up an atmosphere of trust and honesty.

***Schedule de-brief sessions following the sessions*** : Time for team facilitators to reflect and provide feedback is helpful in re-designing the program and further building the team and learning from one another.



## DESIGN AND IMPLEMENTATION

### Successfully Identifying a Valuable External Facilitator

Selecting the right facilitator for the SOGIESC sessions is a key element for workshop success. It is ideal, when possible, to use a team that reflects both internal and external expertise.

***Familiarity and experience with SOGIESC:*** Do they have an understanding and sensitivity to SOGIESC issues gained either through life experience and/or demonstrated work experience, which is pertinent to the local and/or regional context?


***Demonstrated knowledge and experience in local context or region:*** Have they worked or lived in the region or country? Are they fluent in the local language, familiar with the local culture, customs, traditions and the economic and political environments?

***Experience working with international organisations:*** Do they have exposure to addressing issues of SOGIESC and some familiarity with non-governmental organisational structures and cultures?



# DESIGN AND IMPLEMENTATION

## Successfully Identifying a Valuable External Facilitator



**Facilitation:** Do they have strong facilitation skills to encourage dialogue and to engage participants and provide an open and safe space for dialogue? Do they have experience with designing and delivering training or workshop designs relevant to SOGIESC issues?

**Style and values:** Do they have the ability to relate well in interviews with participants of diverse levels and backgrounds? Are their work styles inclusive and participatory? [Get references from peer organisations who have had experience with the consultant's work style, effectiveness as a facilitator and in building relationships].

**Technical skills:** Do they have knowledge of SOGIESC issues? Do they have skills in other areas such as conflict resolution, decision-making, problem-solving, teamwork, coaching, management and leadership?



# DESIGN AND IMPLEMENTATION

## Role of the Facilitator and Facilitation Team

The facilitation team plays a critical role in influencing the design and learning experience. Below are some helpful lessons about the role of the team:

***Create a learning environment*** : People learn best in an atmosphere where they can interact with others, are encouraged to ask questions, take risks, exchange ideas honestly, and feel supported. Facilitators play an important role by modelling behaviours that create a learning environment. Sharing personal stories and lessons learned can be very effective.

***Know your participants*** : The design of the training program needs to be responsive and tailored to the participants. Remember that even during the training, modifications may have to be made to the design. Be flexible.



# DESIGN AND IMPLEMENTATION

## Role of the Facilitator and Facilitation Team

***Give adequate time for reflection :*** When planning your training schedule, remember that you are providing information about SOGIESC that may be new and in opposition to a whole life-time of learning and experience. Keep the information simple. It also takes time to overcome well-rooted beliefs and attitudes. Allow for this in your training. The more time you are able to spend on a topic, the more chance of success you have. Keep some time for the participants to self-reflect and discuss topics in detail.

***Allow for humour :*** Humor is an important tool in the training process. Talking about SOGIESC can raise many anxieties, embarrassments and concerns that may lead to stress. Humor can be used sensitively to reduce some of the stress and increase the participants' comfort levels. At the same time, do not over-use humour to the extent that it dilutes the point or seriousness of the issue at hand.

***Respect different view points :*** Participants need to feel heard and respected. Facilitators should ensure that respecting other people's right to an opinion is covered in the ground rules for any training, and that all participants feel equally heard.



# DESIGN AND IMPLEMENTATION

## Role of the Facilitator and Facilitation Team

***Dig deeper!***: People have varying opinions, attitudes and experiences that shape the way they think. What people say in a discussion may not represent how they understand and explain the idea to themselves. Never take what someone says in a discussion at face value. Think about the kind of questions you can ask that will probe more deeply into the statements made, and surface underlying beliefs and values.

***Create comfort and safety*** : Providing a comfortable and safe environment is essential for learning. Facilitators should work with participants to ensure confidentiality, an easy exchange of information, a non-threatening environment, with good interactions between participants and facilitators.

***What not to do:*** Apart from understanding the responsibilities of a facilitator, it is also necessary to make sure you do not behave in an inappropriate manner.



# DESIGN AND IMPLEMENTATION

## Delivering a Impactful Lecture/Lecturette:

Some useful tips in making your lecture/ lecturette as interesting as possible include:

### *Content:*

- State objectives up front
- Personalise content—experiences, illustrations
- Integrate anecdotes, humor, examples, metaphors
- Try to grab attention with your openers
- Repeat core messages in different ways
- Sum up main points at the end

### *Involving participants:*

- Encourage questions
- Pose a question and have them break into pairs or groups to discuss and give responses
- Use visual aids
- Provide a short reading assignment ahead of time
- Ask for participants' experiences/ anecdotes to bear out a point



# DESIGN AND IMPLEMENTATION

## Making a Positive Learning Experience

***Engaging with a broad range of perspectives and experiences across organisational hierarchies, divisions, gender, ethnicities, religions, etc.*** -: The training becomes more powerful when the participant group is diverse because the learning comes from different experiences.

***Engaging people at a personal level*** : Lasting change comes from within, especially when people grapple with ideas and values that are meaningful to them. Sharing personal stories can be a powerful learning tool.


***Encouraging people to own the process*** : Participants support what they create. They can only gain when they give equally to the process.

***Acknowledging that we are all teachers and we are all learners*** : Everyone has something to contribute. The facilitator should not be viewed as the only expert, rather the facilitator creates a participatory learning environment where each participant teaches others. Everyone carries an expertise that can be shared.



# DESIGN AND IMPLEMENTATION

## Making a Positive Learning Experience



***Suspending judgement and engaging with curiosity*** : It is important in some situations to correct a factual error or inappropriate statement, but those situations are more rare than most think.

Participants need to be open about their own biases and judgments, and the role of the facilitator and participant is to engage in dialogue about the truth of a participant's experience, enable she/he/they to suspend judgement and engage with curiosity.

***Discovering relevance and application to daily work*** :Participants should be able to identify how they can use their SOGIESC knowledge and skills in their day-to-day work. They need to walk away from the experience knowing how they can integrate the learning into their present work.



# DESIGN AND IMPLEMENTATION

## Logistics

***Location*** : It would be preferable to conduct these trainings in safe silent spaces that wouldn't be interrupted by external noises.

***Room arrangement*** : Arrange a set-up that allows for participatory plenary activities in which everyone can see each other.

The best arrangement for these sessions is creating a large circle that ensures that people are not too far away from the facilitator and they can see as many other people as possible. OR you can create a deep "U" arrangement with participants sitting around the edge of the U and the facilitator standing up front in the gap.

***Visual Aids and Technology*** : Since participants are always moving and engaging in activity, flipcharts would be useful in illustrating concepts and definitions. However, one can also use powerpoint. Make sure that the presentations on both flipchart or powerpoint are in a clear and neat manner. Use of colours and diagrams is encouraged.



# DESIGN AND IMPLEMENTATION

## Logistics

Additional tools and materials that support the learning process:

- Flipchart (paper sheets)
- Index card
- Tape
- Flipchart board
- Laptop
- LCD projector and screen
- Stationery for participants (notebook and pen)



## SUGGESTED WAYS TO USE THIS GUIDE

***Exclusive sessions*** : Ideally, it would be best to use this guide to design a full workshop experience. The modules can take up to 2 hours or more.

***Integrate Within Existing sessions*** : You can also integrate various exercises within existing sessions or conferences depending on how much time you may have.

***Team-Building*** : You can also use some of these exercises for short team-building exercises within a work-unit, or a leadership senior team meeting.



## SUGGESTED WAYS TO USE THIS GUIDE

### *Do...*

1. Start with an icebreaker;
2. Be flexible;
3. Use inclusive language;
4. Be sensitive towards what participants show;
5. Move and approach participants;
6. Create a safe space;
7. Encourage participants to raise questions and concerns;
8. Engage participants in discussion;
9. Provide unbiased information;
10. Treat all participants the same

### *Do not ...*

1. Be inflexible;
2. Tell people they are wrong and pass judgement;
3. Discourage participants from sharing their experiences;
4. Give information and instructions that are too confusing;
5. Discuss things inappropriate to the situation;
6. Make participants feel self-conscious;
7. Let a few participants dominate;
8. Use language or terms that are difficult to understand;
9. Be insensitive to local culture and context;
10. Make jokes about the ideas expressed by participants



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