CARIBBEAN SHEROES INITIATIVE

Training Manual on
Gender Equality, Development and Advocacy

ADVOCACY AND YOU(TH)

• MODULE 1 •

CONTENTS

FOREWORD

With one in three Caribbean women experiencing gender-based violence once in her life,* we are facing one of the most significant human rights violations of our time. Member States in the English and Dutch-speaking Caribbean ratified the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), a global commitment to end discrimination against women. However, the increasing rates of violence against women exacerbated by the COVID-19 pandemic reveal that our efforts must be further enhanced. In addition, we need to bring about a cultural change to underpin this legal commitment, with an emphasis on redefining masculinities and femininities to positively transform gender relations, address negative gender norms and bring about change in patriarchal power structures across the Caribbean.

Underlying traditional social norms still permeate all layers of society, leading to different forms of inequalities throughout our political, economic, and social systems. Harmful stereotypical gender roles can lead to exclusion, discrimination and unequal opportunities for women. Likewise, traditional gender norms that imply a rigid understanding of what it means to be a man or a woman can also be drivers of violence against women and girls. Furthermore, it is essential to note that men and boys are negatively affected by traditional gender norms and understandings of what it means to be a man, sometimes leading to the expectation that men and boys should be "tough", protectors or the sole breadwinners. If we continue to teach our boys that crying means being weak, we reinforce gender inequalities in our families and communities. There is a need to positively redefine notions of masculinities by actively engaging men to support women's equality while addressing challenges men also face in relation to gender stereotypes.

To achieve the Sustainable Development Goals (SDGs) it is our distinct responsibility and duty to sensitize, advocate and raise awareness of the importance of gender equality as a key to contributing to a more peaceful, inclusive and sustainable society grounded on human rights. With 63 per cent of the Caribbean being under the age of 30, the young generation has a vital role to play as advocates for gender equality.

In this context, UNESCO, in partnership with the Institute for Gender and Development Studies of the University of the West Indies (IGDS UWI), launched the Caribbean Sheroes Initiative, a sub-regional initiative that aims to produce knowledge and enhance the skills of young people to promote gender equality.

Renowned Caribbean experts and activists, alongside UNESCO and IGDS, have invested time and effort to develop this educational material that intends to spark a conversation about gender relations in our daily lives and to support young people in their journey of activism. It is our hope that through this training manual young people will be able to obtain skills and knowledge that will help them be advocates for gender equity in the Caribbean. Indeed, UNESCO recognizes youth as a critical priority for Caribbean Small Island Developing States and as rights-holders and change-makers that can contribute positively and actively to social transformations.

This training manual provides tools and knowledge on the importance of challenging gender stereo-types, addressing gender norms and different forms of discrimination for advancing the well-being of everyone. The social and human sciences provide an avenue for reflection on dismantling harmful norms and behaviours to support societal shifts and reimagine more equitable roles among men and women.

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* GBV in the Caribbean. UNWomen Caribbean. Available here.

Saadia Sánchez-Vegas, PhD
Director and Representative
UNESCO Cluster Office for the Caribbean

FOREWORD

The Institute for Gender and Development Studies is grateful for the opportunity to partner with UNESCO for the Caribbean Sheroes Initiative which has inspired us as educators and change agents. It facilitated our reach to train young people. This is indeed our bread-and-butter work, but the Initiative took us out of the confines of academic halls of teaching and learning and enabled us to hit the ground as advocates and shapers of our evolving social order. The young participants were enthusiastic and articulate; they were passionate about advocacy; they left us encouraged that they would smoothly take the baton we held out to them and run to the finish.

I would like to thank UNESCO for their foresight and support of this project which bridges seasons and generations.

It is difficult for some who were born into better times to understand the struggles which generated the privileges, which they now enjoy. When we were growing up in small villages, many of us in impoverished families, we could not easily envision that we would develop into effective societal change agents; our voices would be heard far and near, our tiny island societies would have global reach which far outstripped our minute size and economic challenges. This legacy project which affords a backward glance for forward momentum is both timely and significant.

In reality, the best way to honour (s)heroic legacies is to ensure generational continuity. This project is an acknowledgement that our Sheroes, renowned Caribbean gender and social justice activists who contributed their time to the Sheroes Summer School and Regional Training, have run fast and hard. They have made excellent progress. The next leg of the relay will be run most effectively by an energized and equipped new generation.

I encourage all who would use this valuable training manual not to let the many societal issues we are yet to resolve, blind you to the strides that we have made as tiny islands in a shattered archipelago, still bearing the scars of our painful beginnings. Let us celebrate the victories and even more so, the journey which has brought us here.

Although the global climate is growing darker, our young activists have come to your time carrying the genetic makeup of overcomers. The inspirational narratives that are reflected in this material speak of adversity, struggle and transcendence. It is a most valuable knapsack of tools. I encourage every user to strap it on and run well.

Professor Paula Morgan
University Director, Institute for Gender and
Development Studies Regional Coordinating Unit

The University of the West Indies

BACKGROUND

The Caribbean Sheroes Initiative is a joint project of UNESCO and the Institute for Gender and Development Studies Regional Coordinating Office (IGDS-RCO), University of the West Indies aimed at producing knowledge and strengthening skills among young people to promote gender equality. The Initiative also honours Civil Society Organizations that champion women's rights and gender equality.

This Initiative is significant because the Caribbean continues to be affected by high rates of gender-based violence wherein approximately one in three Caribbean women will be a victim of gender-based violence in her lifetime. Despite the ongoing work of individual activists and organizations, social norms, political and economic systems remain entrenched in patriarchy and historical and colonial experiences which undermine the autonomy and well-being of women, girls, and other gender and sexual minorities.

In 2021 UNESCO and the IGDS launched a Caribbean Sheroes Initiative Resource document that both celebrated Gender Equality Champions and collated their wisdom, tools, and methods for advancing gender equality.

That knowledge is interwoven into this manual as inspiration and best practice.

What is the Training Manual for Youth-led Organizations on Gender Equality, Development and Advocacy?

The Training Manual for Youth-led Organizations on Gender Equality, Development and Advocacy is a five-session interactive mentorship and training curriculum.

The curriculum targets activists between the ages of 18 and 30 that are involved in Civil Society Organizations and/or youth-led organizations in the Caribbean. It builds key competencies to support and promote the United Nations Sustainable Development Goal 5 which is "Achieve Gender Equality and Empower All Women and Girls". Material in this curriculum is drawn from the UNESCO Caribbean Sheroes Toolkit for Civil Society Organizations, ongoing research in gender, and best practices used by leaders in advocacy.

The curriculum is designed with a focus on interactivity, applicability, and clear monitoring and evaluation of growth and learning. As such, modules contain appropriate assessment tasks, pedagogical support, and resource documents situated within a training schedule that builds from the first session to the last. Participants are provided with multiple opportunities to undertake mock advocacy work as well as guidance for building strong regional advocacy networks.

GOALS & OBJECTIVES

The Caribbean Sheroes Initiative seeks to highlight the work of individual women and women-led organizations who have advanced gender equality in the Caribbean.

The Goals and Objectives of the Training Manual for Youth-led Organizations on Gender Equality, Development and Advocacy are:

- To provide young advocates (aged 18-30) with basic knowledge about gender, gender mainstreaming, femininities and masculinities, and advocacy so they are grounded in both the scholarship and practicum of advocacy.

- To connect youth advocates so they can join forces to jointly address common challenges and share best practices.

- To equip youth advocates with the tools and skills that are necessary to develop and effectively implement an advocacy campaign.

- They create a space for youth advocates to define and develop advocacy campaigns that align with their interests and the needs of their communities.

ADVOCACY

• AND YOU(TH) •

PRE-TRAINING ACTIVITY: THIS IS ME WORKSHEET

TIME	30 Minutes
RESOURCES	• This Is Me Worksheet and Electronic Device. OR • This Is Me Worksheet (Printed Copy) and Pen/Pencil.
LEARNING OUTCOMES	**By the end of the session participants should be able to:** • Construct a timeline of their most formative and unexpected life experiences. • Evaluate which parts of their life's story will be useful for personal advocacy.

INSTRUCTIONS

Prior to the start of training, share the This Is Me worksheet in Appendix 1 with participants. Ask them to set aside about 30 minutes where they will not be disturbed to work on the sheet. If it helps, they can play music and create a relaxed atmosphere. The point of the exercise is for them to reflect on their life's experiences and to see how much they have accomplished and survived. Also, to understand the experiences and encounters that have shaped them and how those personal experiences can be used in advocacy.

Ask participants to bring their This is Me worksheets to Session 1.

MODULE 1

ADVOCACY AND YOU(TH)

TIME	3 Hours
RESOURCES	• Completed This Is Me Worksheet • Video - Chimamanda Adichie – The Danger of a Single Story.* [Available here.](#) • Video – We Do It Together/Paradigm Shift - Author Unknown. [Available here.](#) --- *. Tedtalks: Chimamanda Adichie--[the Danger of a Single Story, The Danger of a Single Story](#) (TED, 2009)
LEARNING OUTCOMES	**By the end of the session participants should be able to:** • Explain the meaning of advocacy and why it is important. • Assess the level of development in their communities using the 5 Pillars. • Apply the concept of a Paradigm Shift to their advocacy. • Explain the purpose of SDG5. • Analyse their own motivations for advocacy. • Assess personal barriers to advocacy and how to overcome them. • Evaluate the impact of personal experience on who they are today. • Select the parts of their personal story that are useful for advocacy.

• GENDER EQUALITY CHAMPION •

JOAN FRENCH ON ADVOCACY

The student started to cry, and I jumped up and chastised the teacher in front of the class. She told me to leave her class. I was summoned to the principal's office, and I told them exactly what happened. They could not openly side with me, but I received no sanctions and, mysteriously, after a short while that teacher was no longer teaching at the school.

Joan French is a Gender Activist and Founding member of the Caribbean Association for Feminist Research and Action

WHAT IS ADVOCACY?

Activity: Icebreaker - What Is Advocacy

INSTRUCTIONS:
Engage the participants in a discussion about the meaning of advocacy. Highlight the areas in their lives where they have engaged in advocacy but may not have realised what they were doing. Use the discussion prompts below to guide the conversation.

DISCUSSION PROMPTS:
In your own words, what is advocacy, and why is it important to you?
What is your earliest memory of fighting for something or someone or yourself?

DEFINITION:

Advocacy = A Call for Change **+** The Voice of Those Who Want The Change **+** Evidence[*]

ADVOCACY IS ABOUT:
- Giving people a voice or amplifying their voices about issues that affect them.
- Building evidence on what needs to change and how that change can happen.
- Positive change in society towards greater social justice and equality.
- Influencing people with power and changing how they think and act.

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[*] James Edleston et al., The Education We Want: An Advocacy Toolkit (Plan International, 2014)

WHY YOU(TH) ADVOCACY?

Activity: Icebreaker - What Is Advocacy

INSTRUCTIONS:
Ask participants to respond to the questions below using only the chat feature, OR you may use a pop-up survey. After each set of responses, facilitate a discussion about their answers using the discussion prompts.

*** If there are participants who have barriers such as language or literacy, this activity can be amended to include spoken responses.

AGREE OR DISAGREE:
- Adults are a BIG barrier to youth advocacy.
- Young people don't know what they want.
- When youth and adults collaborate, the advocacy is better.
- Adults need to take the lead in creating space for youth advocates.
- It is impossible for youth advocates to do a good job without adults.

As participants answer these questions, use the discussion prompts to dig a bit deeper.

DISCUSSION PROMPTS:
- What are some issues that are important to young people in your country or community?
- Are there any youth advocates or youth-led initiatives that you admire and why?
- Why is it important for youth to advocate and why?
- What personal barriers do youth advocates face? Self-doubt, trauma, shame? How do those affect you and how can a young advocate get around them?
- What external barriers do youth advocates face? Hate speech, online/offline bullying, violence? How do those affect you and how can a young advocate get around them?
- What are platforms young people use that you can use for your advocacy?
- What tips would you offer to other youth advocates?

COMMUNITY: THE FOUNDATION OF GOOD ADVOCACY

Discussion: Understanding Community

INSTRUCTIONS:
In this module participants will deepen their understanding of the individual, community and society and create their own pillars for community and society. Definitions are provided below.

Ask the participants the following questions:

- What is a community?
- To which communities do you belong?
- How did you become part of that community?
- In your opinion, what are the characteristics of a good, healthy community?

"Community is a social, religious, occupational, or other group sharing common characteristics or interests and perceived or perceiving itself as distinct in some respect from the larger society within which it exists."*

* "Community," Dictionary.com, accessed September 10, 2021

Activity: Developing Your Own Community

INSTRUCTIONS:
In this activity participants will think about the pillars of their existing communities and create Pillars for their ideal community. They will also think about cooperation as a part of inclusive community building and evaluate areas of their lives where they are already working cooperatively. Use the discussion guide below to facilitate the conversation.

1. Share the 5 pillars of community development and ask the participants to think about their existing communities:

- How many of these can you see in your existing community?
- What is the shared vision of your existing community?
- Is responsibility shared? Who carries more or less responsibility? (Probe for gender inequality or inequality based on age etc).
- Is your community inclusive? (Probe for who may be excluded from the community and how? Probe for youth involvement in developing the vision for the community).

5 PILLARS OF COMMUNITY DEVELOPMENT

The 5 pillars of Community Development are tools we can use to shape our communities. It is suggested that these tools will sustain a community even when it faces adversity.*

01. A COMMON VISION
a shared vision that resonates with community members and helps them to build towards a common goal.

02. SHARED RESPONSIBILITY & INCLUSIVENESS
everyone in the community is important and needed for the community to succeed.

03. APPARENT PROGRESSION
things should be developing and there should be realistic milestones to let you know things are being achieved.

04. REWARDING REWARDS
the rewards for sacrifices made by community feel like they are worth it.

05. CONTINUOUS INFRASTRUCTURE
the community has a structure that promotes growth and that can integrate growth.

* Josh Hotsenpiller, "The 5 Pillars of Community: More than a Catch Phrase," LinkedIn, July 12, 2016

DISCUSSION PROMPT:

2. If you were to develop your own community what 5 Pillars would you include? You can use the ones on the list or suggest new ones. Why would you choose those pillars?

3. Community Development requires that we work cooperatively. Ask participants to think about their experiences working in groups.

- How do you feel about working cooperatively and why?
- What role do you usually take on in a group space?
- Can you think of 5 ways in which they regularly cooperate.
- Can you think of 10 real-life situations where team effort is essential

DEFINITIONS:

Community Development: The process of shaping the environment or building on the experiences and needs of members, both individually and collectively, of creating the attitudes and developing the skills necessary to progress toward the realization of those conditions which make up a community.[*]

Cooperation: An "act or instance of working or acting together for a common purpose or benefit; joint action."[**]

[*] "Pillars of Community," University of Massachusetts Amherst, accessed September 10, 2021
[**] "Cooperation " (Dictionary.com), accessed September 10, 2021

Discussion: Creating Paradigm Shifts in Communities

INSTRUCTIONS:
In this module, participants will distinguish between the individual, community, the society and the relationship between the three. They will learn the concept of a paradigm shift and evaluate how they can contribute to a paradigm shift using advocacy. Use the discussion guide below to facilitate the conversation.

1. Share with participants that our communities are made up of individuals. And those communities are located inside of wider societies. Each society has its paradigms (ways of thinking and being) that are deeply rooted.

DISCUSSION PROMPT:

- How is your community treated by the wider society?
- Are there any individuals in your community or society that have strong influence over how people think or see the world?

2. Play the "We Do It Together"/ Paradigm Shift Video for the participants. Use the discussion prompts below to engage the participants in a discussion about ways of thinking (paradigms), the individual and the society. Available here.

SHIFTING A PARADIGM REQUIRES 5 THINGS:

- We understand the existing paradigms and their roots.
- We identify the problematic things that have become normalised.
- We understand how the society is organized/the structure that keeps those paradigms in place.
- We figure out how to work inside of those structures to create the change we want to see.
- We work cooperatively to create the change.

DISCUSSION PROMPTS:

- What are some things that people in your community treat as normal that you don't think are normal? How do you think those things became normalised?
- What is the impact of those things being treated as normal?
- What structures or institutions in your society keep these problematic things in place? Probe for law, religion, education, media, traditional family values.
- If they had the opportunity to create their own society – with a new paradigm – what 5 words would describe that society?

DEFINITIONS:

Paradigm:
"A system of assumptions, concepts, values, and practices that constitutes a way of viewing reality."*

Paradigm Shift:
"Important change that happens when the usual way of thinking about or doing something is replaced by a new and different way."**

Individual:
"A single human being, as distinguished from a group."***

Individualism:
"A social theory advocating the liberty, rights, or independent action of the individual."****

In Philosophy:

The doctrine or belief that all actions are determined by, or at least take place for, the benefit of the individual, not of society as a whole.

* "Paradigm," Your Dictionary, accessed September 10, 2021
** "Paradigm Shift," Merriam-Webster, accessed September 10, 2021
*** "Individual," Dictionary.com, accessed September 10, 2021
**** "Individualism," Dictionary.com, accessed September 10, 2021

INTRODUCING SDG 5 – GENDER EQUALITY

Resource: The Sustainable Development Goals

The Sustainable Development Goals (SDGs)*, also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

The 17 SDGs are integrated—they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. Countries have committed to prioritizing progress for those who're furthest behind. The SDGs are designed to end poverty, hunger, HIV/AIDS, and discrimination against women and girls.

Intersectional thinking recognizes that each human has multiple identities based on gender, ethnicity, class, sexuality, religion, etc. Our experiences of the world, including our struggles and what support we need to overcome those struggles, are shaped by the overlap of those multiple identities. Thus, Sustainable Development is only possible through intersectional thinking and action. The SDG links included here are examples of intersectional thinking as they highlight the intersection between Sustainable Development and Disability.

Taking into account the meaningful inclusion of persons with disabilities is a cross-cutting issue across all 17 SDGs.

* "Sustainable Development Goals," United Nations Development Programme, accessed September 10, 2021

THE SUSTAINABLE DEVELOPMENT GOALS ARE LISTED BELOW.*

1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY	6 CLEAN WATER AND SANITATION
7 AFFORDABLE AND CLEAN ENERGY	8 DECENT WORK AND ECONOMIC GROWTH	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	10 REDUCED INEQUALITIES	11 SUSTAINABLE CITIES AND COMMUNITIES	12 RESPONSIBLE CONSUMPTION AND PRODUCTION
13 CLIMATE ACTION	14 LIFE BELOW WATER	15 LIFE ON LAND	16 PEACE, JUSTICE AND STRONG INSTITUTIONS	17 PARTNERSHIPS FOR THE GOALS	

* "Disability," United Nations, accessed September 10, 2021

The 2030 Agenda for Sustainable Development positions youth as critical agents of change and full-fledged partners in the United Nations' work to build a better world for all, as indicated in the UN Youth Strategy, Youth 2030. Young people are rights-holders and actors with their own values that need to be recognized and included. Allowing youth to exercise their rights and develop their full potential is key in the effort to leaving no one behind.

Achieving the SDGs requires inclusive action and deliberate and meaningful inclusion of youth through, among other things, strengthening youth agency, promoting gender equality, finding creative ways to engage youth, and creating and enabling environment for meaningful inclusion of youth in all phases of development and enactment of the 2030 Agenda.*

* "World Youth Report: Youth and the 2030 Agenda for Sustainable Development" (United Nations, 2018)

Resource: Sustainable Development Goal 5 – Gender Equality

Sustainable Development Goal 5 speaks specifically to Gender Equality. Globally women and girls receive fewer opportunities, are less represented in public decision-making and have less autonomy than men and boys. Simultaneously they are more vulnerable to sexual assault, forced marriage and many forms of gender-based violence and experience discrimination based on being women.

Since the SDGs are interconnected, the achievement of all SDGs depends on achieving gender equality. Here is a snapshot of the situation of women today:[*]

5 GENDER EQUALITY

ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

WOMEN'S EQUAL PARTICIPATION IN DECISION-MAKING IS CRUCIAL FOR COVID-19 RESPONSE AND RECOVERY, BUT GENDER PARITY REMAINS FAR OFF

WOMEN REPRESENT

- **25.6%** IN NATIONAL PARLIAMENTS
- **36.3%** IN LOCAL GOVERNMENT
- **28.2%** IN MANAGERIAL POSITIONS (2021)

VIOLENCE AGAINST WOMEN PERSISTS AT UNACCEPTABLY HIGH LEVELS AND IS INTENSIFIED BY THE PANDEMIC

1 IN 3 WOMEN (736 MILLION) HAVE BEEN SUBJECTED TO PHYSICAL AND/OR SEXUAL VIOLENCE **AT LEAST ONCE** IN THEIR LIFETIME SINCE THE AGE OF 15 (2000-2018)

UP TO 10 MILLION GIRLS WILL BE AT RISK OF CHILD MARRIAGE OVER THE NEXT DECADE AS A RESULT OF COVID-19

IN ADDITION TO THE **100 MILLION** WHO WERE **PROJECTED TO BECOME CHILD BRIDES** BEFORE THE PANDEMIC

PANDEMIC IS ADDING TO THE BURDEN OF **UNPAID DOMESTIC AND CARE WORK** AND SQUEEZING WOMEN OUT OF THE LABOUR FORCE

WOMEN ALREADY SPEND **ABOUT 2.5 TIMES** AS MANY HOURS AS MEN ON UNPAID DOMESTIC AND CARE WORK

THE SUSTAINABLE DEVELOPMENT GOALS REPORT 2021: UNSTATS.UN.ORG/SDGS/REPORT/2021/

Source: UNDESA

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[*] "Goal 5 | Department of Economic and Social Affairs," United Nations (United Nations), accessed September 10, 2021

Discussion: SDG5 and You

INSTRUCTIONS:
Share the list of SDG5 targets with participants and have a conversation using the prompts below.*

- End all forms of discrimination against all women and girls everywhere.

- Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.

- Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation.

- Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate.

- Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic, and public life.

- Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences.

- Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance, and natural resources, in accordance with national laws.

- Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women.

- Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

DISCUSSION PROMPTS:

- How do you feel about Gender Equality in your country? In the Caribbean?
- What are the most urgent needs of women and girls in your community or country?
- Do you agree that we need Gender Equality for Sustainable Development?
- Are there any women's empowerment organizations in your country and what do they do?

* "SDG 5: Achieve Gender Equality and Empower All Women and Girls," UN Women, accessed September 10, 2021

THIS IS ME
WORKSHEET ACTIVITY

Activity: This is Me Worksheet Homework Review

INSTRUCTIONS:
Ask participants to look at the This Is Me Worksheet they completed at home.

Invite a few participants to share their worksheet with the group.

Mental Health Note:
Remind participants that people may share information that they find triggering. If any difficult emotions come up, they should PAUSE, BREATH and if necessary LEAVE then REACH out for support.
Also, though the space is light and free it's important not to laugh at or tease people as they share their experiences – this is very personal information.

DISCUSSION PROMPTS:

- What it was like developing the timeline?
- Did anything surprise you about the process?

Activity: You Were Made For This

INSTRUCTIONS:
In this activity participants will start to think about their advocacy interests in relation to SDG 5.

Before you complete the activity share the Chimamanda Adichie – The Danger of a Single Story video with participants.

Ask them to look at the list of SDG5 Targets listed above and to look at their This Is Me Timeline and think about the following questions:

- What are you passionate about?

- What is the 'single story' about people 'like you', and why is it dangerous?

- What part of your personal story could help you advocate around that topic?

- How could your story add to diversify the existing discussion around the topic?

- How could you link your advocacy to one or more targets of SDG5?

- Which person or group of people could you share your story with before the next session?

HOMEWORK – MIC CHECK PUBLIC SPEAKING WARM UP

INSTRUCTIONS:
Ask participants to undertake a bit of public speaking before the next session.

- Decide on your goal: What do you want people to know, feel, or do differently as a result of hearing your story.

- Decide on a part of your personal story that could create the change you want.

- Share your story with one person or group of people you trust before the next session. At the end of the story clearly state what you would like them to know, feel or do differently.

- After sharing your story, ask the people/group how they feel about the story and your request.

- Use the Mic Check Homework Journal in **Appendix 2** to record your experience and email it to the facilitator before the next session.

Facilitator's Note:
The Homework Journal will capture the goal, motivation and audience of the presentation. It also captures the feedback from the audience; how participants felt before and during the presentation, and what they would do differently if they had to make the presentation again.

APPENDIX

• ADVOCACY AND YOU(TH) •

APPENDIX 1
THIS IS ME WORKSHEET

GUIDANCE:
Set aside about 30 minutes where you will not be disturbed to work on the sheet.
If it helps, play some music and create a relaxed atmosphere.

The point of this exercise is:

- For you to reflect on your life's experiences and to see how much you have accomplished and survived.

- For you to understand the experiences and people who have shaped you.

- For you to explore how those experiences can be used in your advocacy.

Write a little bit about the experience, how you felt, and what year it happened.
Feel free to use additional paper if you need more space to write.

Please note: completing this exercise may bring up difficult or unpleasant memories for you.
Before you begin, please identify at least one person (friend, family member, colleague, spiritual leader, mental health professional etc.), you can reach out to for mental health support. You may wish to contact them and let them know you would like them to be there for you.
If completing the worksheet brings up too much or you feel you are unable to cope, please stop. We can and discuss more in the training.

MY MOST TRIUMPHANT MOMENTS:

MY MOST DIFFICULT MOMENTS:

WHAT MAKES ME UNIQUE & WHAT I LOVE MOST ABOUT MYSELF:

PEOPLE WHO HAVE INFLUENCED MY LIFE AND HOW:

ADVOCACY WORK I'VE DONE AND WHY:

LOVE AND RELATIONSHIPS:
(First crush, first relationship, first heartbreak, coming out moment, etc.)

HIDDEN TALENTS & SKILLS AND SURPRISING THINGS ABOUT ME:

APPENDIX 2
MIC CHECK: PUBLIC SPEAKING WARM UP JOURNAL

- The topic of my presentation was…

_____

- I chose this topic because…

_____

- After hearing my presentation, I wanted people to change by…

_____

- My chosen audience was…

_____

- While I was making the presentation I felt…

_____

- After hearing my presentation the people/person said…

_____

- When I heard the feedback I felt…

_____

- If I had to make the presentation again I would do it differently by…

_____

CARIBBEAN

SHEROES

INITIATIVE

Training Manual on
**Gender Equality, Development
and Advocacy**

ADVOCACY AND THE SELF
PUBLIC SPEAKING AND SELF-CARE

• MODULE 2 •

Authors: Dr Bronty Liverpool-Williams, Carla Moore, Dr Deborah McFee, Professor Opal Palmer Adisa, Renuka Anandji

Editors: Paula Istúriz Cavero, Giuliana Neumann

Designed by Clementina Villarroel González

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BACKGROUND

The Caribbean Sheroes Initiative is a joint project of UNESCO and the Institute for Gender and Development Studies Regional Coordinating Office (IGDS-RCO) aimed at producing knowledge and strengthening skills among young people to promote gender equality. The Initiative also honours Civil Society Organizations that champion women's rights and gender equality.

This Initiative is significant because the Caribbean region continues to be affected by high rates of gender-based violence wherein approximately one in three Caribbean women will be a victim of gender-based violence in her lifetime. Despite the ongoing work of individual activists and organizations, social norms, political and economic systems remain entrenched in patriarchy and historical and colonial experiences which undermine the autonomy and well-being of women, girls, and other gender and sexual minorities.

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The Training Manual for Youth-led Organizations on Gender Equality, Development and Advocacy is a five-session interactive mentorship and training curriculum.

The curriculum targets activists between the ages of 18 and 30 that are involved in Civil Society Organizations and/or youth-led organizations in the Caribbean. It builds key competencies to support and promote the United Nations Sustainable Development Goal 5 which is "Achieve Gender Equality and Empower All Women and Girls". Material in this curriculum is drawn from the UNESCO Caribbean Sheroes Toolkit for Civil Society Organizations, ongoing research in gender, and best practices used by leaders in advocacy.

The curriculum is designed with a focus on interactivity, applicability, and clear monitoring and evaluation of growth and learning. As such, modules contain appropriate assessment tasks, pedagogical support, and resource documents situated within a training schedule that builds from the first session to the last. Participants are provided with multiple opportunities to undertake mock advocacy work as well as guidance for building strong regional advocacy networks.

GOALS & OBJECTIVES

The Caribbean Sheroes Initiative seeks to highlight the work of individual women and women-led organizations who have advanced gender equality in the Caribbean.

The Goals and Objectives of the Training Manual for Youth-led Organizations on Gender Equality, Development and Advocacy are:

- To provide young advocates (aged 18-30) with basic knowledge about gender, gender mainstreaming, femininities and masculinities, and advocacy so they are grounded in both the scholarship and practicum of advocacy.

- To connect youth advocates so they can join forces to jointly address common challenges and share best practices.

- To equip youth advocates with the tools and skills that are necessary to develop and effectively implement an advocacy campaign.

- They create a space for youth advocates to define and develop advocacy campaigns that align with their interests and the needs of their communities.

ADVOCACY & THE SELF

• Leadership, Public Speaking & Self-care •

PRE-TRAINING ACTIVITY:
THIS IS ME WORKSHEET

TIME	30 Minutes
RESOURCES	• This Is Me Worksheet and Electronic Device. OR • This Is Me Worksheet (Printed Copy) and Pen/Pencil.
LEARNING OUTCOMES	**By the end of the session participants should be able to:** • Construct a timeline of their most formative and unexpected life experiences. • Evaluate which parts of their life's story will be useful for personal advocacy.

INSTRUCTIONS

Prior to the start of training, share the This Is Me worksheet in Appendix 1 with participants. Ask them to set aside about 30 minutes where they will not be disturbed to work on the sheet. If it helps, they can play music and create a relaxed atmosphere. The point of the exercise is for them to reflect on their life's experiences and to see how much they have accomplished and survived. Also, to understand the experiences and encounters that have shaped them and how those personal experiences can be used in advocacy.

Ask participants to bring their This is Me worksheets to Session 1.

MODULE 2

ADVOCACY AND THE SELF:
LEADERSHIP, PUBLIC SPEAKING AND SELF-CARE

TIME	3 Hours

RESOURCES	• Speech Development Worksheet. • Completed This Is Me Worksheet. • Public Speaking Challenges and Solutions Worksheet. • Common Unproductive Trigger Responses Worksheet • Trigger Journal Worksheet • Self-Care Bingo • 2014 Best Advertisement Winner: <u>Available here.</u> • Fresh Prince of Bel-Air Opening: <u>Available here.</u>

LEARNING OUTCOMES	**By the End of The Session Participants Should Be Able To:** • Define leadership. • Compare various leadership approaches. • Explain the characteristics of effective leaders. • Understand the link between leadership and advocacy. • Identify their leadership style, then create a visual representation or a three-minute podcast of their leadership style and their character traits. • Reflect on their leadership style, and indicate, if necessary, the changes that they would make (journal entry). • Apply the basic tools of public speaking. • Apply the basic tools of good speech development. • Evaluate the potential impacts of advocacy on mental health. • Analyse their own triggers and plan how to respond to them. • Construct a plan to sustain themselves as advocates.

THE JAMAICA HOUSEHOLD WORKER'S UNION ON ADVOCACY

"Seasoned women's rights activists must empower and work with younger activists to ensure continuity and building on gains. We must also join hands with men, as their involvement is crucial to the success of the movement. All laws and policies which are oppressive (not only those seen as being specific to women) must be challenged. Make your movement transformative and find ways to constantly renew and re-energize while continuing to advance the rights of women."

FUNDAMENTALS OF LEADERSHIP

Resource: Understanding Leadership

This module will assist participants with developing an understanding of leadership, and various approaches to leadership. It will allow them to explain the characteristics of effective leaders and through reflection assist them with identifying their leadership style and traits that currently define how they lead their various Civil Society Organisations (CSOs).

The success of any organisation, including Civil Society Organisations (CSOs) is hinged on effective leadership and management, as well as the leader's approach to leading. The literature identifies a variety of leadership styles, each with its advantages and disadvantages and which in turn inform not only the success of organisations but their culture and relationships among stakeholders. Maxwell (2013, p.2) posits that "leadership is influence. If leaders can increase their influence with others, they can lead more effectively."[*] Accordingly, it is imperative that as new generations of women assume roles as leaders in CSOs and other related organisations across the Caribbean that they understand what leadership means, various leadership approaches, and some of the salient characteristics of effective leaders.

_____

[*] John C. Maxwell, The 21 Irrefutable Laws of LEADERSHIP: Follow Them and People Will Follow You (Nashville, TN: Thomas Nelson, n.d.).

Activity: Icebreaker – My Favourite Caribbean Leader

INSTRUCTIONS:
Ask participants to identify a Caribbean leader (at any level) that they admire and use one adjective to describe them.

Discussion: What is Leadership?

INSTRUCTIONS:
In this section participants will explore personal understandings of leadership and learn about leadership styles. Below is a conversation guide:

> ### Facilitator's Note:
>
> _Ask participants to share in their own words, their understanding of what leadership is. They are to use the following prompt._
>
> _Establish that there are various definitions of leadership. Using the slide, provide the following definition of leadership:_

LEADERSHIP IS...

> _"Leadership is a process whereby an individual influences a group of individuals to achieve a common goal"._[*]

- Emphasize the following words and explain each: process, influences, group, common goals:

  - Leadership is a process, that is "a transactional event that occurs between the leader and the followers."
  - Leadership is about influence, which means "how the leader affects his followers."
  - Leadership involves a group, influencing a group of individuals.
  - Common goal – the group works towards achieving something.

_____

[*] Peter Northouse, "Introduction," in Leadership: Theory and Practice, 8th ed. (Los Angeles: SAGE, 2018), pp. 1-16.

Discussion: Leadership Styles

INSTRUCTIONS:
In this section, participants will explore different leadership styles and the meaning of effective leadership. Below is a Discussion Guide for the Session.

1. Play YouTube Video <u>Leadership Styles</u> *and use the discussion prompts to facilitate a conversation.

_____
* Leadership Styles, 2018

DISCUSSION PROMPTS:
- What are three leadership styles mentioned in the video?
- What are the advantages and disadvantages of each?
- What makes leadership 'effective'?

2. Explain the word "effective" then using both the video and <u>Hutchinson</u> "What makes a good leader?"
*

3. Ask participants to identify at least seven characteristics of an effective leader.

_____
* Joan Hutchinson et al., <u>Caribbean Sheroes Initiative – Civil Society Organisations Advancing Gender Equality - Methods & Tools</u>, 2021

DISCUSSION PROMPTS:
- Were any of the characteristics that you have named mentioned at the beginning of the session when you identified a Caribbean leader that you admired?
- What is the relationship between advocacy and leadership? Is an advocate a leader, and if so in what way(s)?

DEFINITIONS AND EXPLANATIONS:

Leadership:
"Leadership is a process whereby an individual influences a group of individuals to achieve a common goal."*

Leadership Styles:
In 1939, psychologist Kurt Lewin and his colleagues identified three styles of leadership – in particular around decision making: Autocratic, Democratic, and Laissez-Faire. Since then, the Transformational Style has been added.**

_____
* Northouse, Leadership: Theory and Practice.
** <u>"Leadership Styles,"</u> Lumen, accessed September 28

In 1939, psychologist Kurt Lewin and his colleagues identified three styles of leadership – in particular around decision making: Autocratic, Democratic, and Laissez-Faire. Since then, the Transformational Style has been added.

Below is an excerpt from the Caribbean Sheroes Initiative Toolkit in which Joan Andrea Hutchinson expands on the meaning of these leadership styles and offers her suggestions for what makes a good leader.

1• Autocratic (rigid, authoritarian leaders who prefer to be in total control);

2• Transformational (leaders who inspire, influence and motivate team members to transform beliefs and attitudes and ultimately actions);

3• Laissez-faire (a leadership style which gives employees high levels of autonomy, with the leader adopting a hands-off approach, very rarely micromanaging); and

4• Democratic or participative leadership (which takes into account the opinions and attitudes of the team members, ensuring that they are fully involved in decision making).

Characteristics of an Effective Leader
• Joan Andrea Hutchinson •

In this section participants will explore different leadership styles and the meaning of effective leadership. Below is a Discussion Guide for the Session.

Communicates well – praises their team in public and criticises them in private; clearly communicates expectations to team members; motivate team members to buy-into decisions even if they are not popular.

Flexible and adaptable – has capacity to adapt through the implementation of diverse strategies and able to maintain effective communication in times of difficulties and change.

Empowering – understands the strengths and weaknesses of their team and is able to capitalise on them to meet the organization's goals. Validates their team's competencies and provides opportunities for growth.

Leads by example – understands that leader's practices will trickle down and set the tone for the organization. Thus, the effective leader holds themselves accountable to high standards of fairness, kindness and integrity.

Activity: Identifying Your Leadership Style

INSTRUCTIONS:
In this activity, participants will reflect on their own leadership style.

Ask participants to reflect on their leadership style - which of the styles do they reflect (a combination of styles could be evident)?

Then, ask each participant to create a visual or short audio on their leadership style, including the characteristics that they possess.

WRAP UP BY RE-CAPPING:

- Definition of leadership:
  - Leadership styles
  - Characteristics of effective leaders

References and Additional Resources:

- Almeras, E. (2018). The Challenge of Leadership in Civil Society Organisations in the Basin. Well-grounded Discussion series. _Available here._

- Expert Program Management. (April 3, 2020). Leadership Styles Explained (Kurt Lewin). _Available here._

- Institute for Gender and Development Studies – Regional Coordinating Office (2021), Caribbean Sheroes Initiative – Civil Society Organisations Advancing Gender Equality - Methods & Tools, UNESCO.

- Leadership Styles. (2018, November 26). [Video file]. _Available here._

- Leadership & General Management. (2021). _Available here._

- Northouse, P. (Ed.). (2021). Introduction to Leadership. In Leadership Practice and Theory (pp. 1–16). _Available here._

- What Are Prominent Leadership Styles and Frameworks You Should Know? (2021). Retrieved August 30, 2021. _Available here._

PUBLIC SPEAKING 101

Activity: ChatterBox - Public Speaking Self-Check

INSTRUCTIONS:
Ask participants to respond to the questions using the chat feature. Ask them to finish the statements below using only one word. As they respond, use the discussion prompts below to facilitate a discussion.

> **Facilitator's Note:**
> If there are participants who have barriers such as language or literacy, this activity can be amended to include spoken responses.

1. When I have to speak in public I feel_____

2. A good storyteller is_____

3. On a scale of 1-10 my story telling skills are_____

- What makes public speaking challenging?
- Do you have any tips for being more comfortable while speaking in public?
- Which people are you most comfortable speaking to? And which are you most uncomfortable speaking to?
- Can you do advocacy without public speaking? What does that look like?

Activity: Mic Check Public Speaking Homework Review

INSTRUCTIONS:
Ask participants to share their homework from the previous session. Use the discussion prompts below to probe for additional information as they share.

DISCUSSION PROMPTS:

- How was the exercise for you?
- Did things go as planned? Why/why not?
- Is there another method that would have been more comfortable for you?
- What was your biggest takeaway/lesson learned?

Resource: Public Speaking Techniques

Becoming a better public speaker depends on the 3 Ps:

Prepare

- Get your information together! Preparation happens before the speech. This is where you get your data, anecdotes, and other facts together. Make sure you have the most up to data available. Think about questions you may be asked – by people who are sympathetic to your cause as well as people who want to challenge you.
- Check your facts, then check them again.
- Think about what emotions might come up while you're speaking and plan for how you'll manage them.

Practice

- Oh yes! Those amazing speeches you hear have been practices MANY times. The aim here is not to memorise your speech, it's to become comfortable with delivering it. This is also an opportunity to fine tune your intonation, add a little drama, make sure you really emphasise the points that are most important.
- For best results, practice your presentation in front of other people so they can give you feedback.

Perform

- Action time! The word perform may seem strange – this is a speech not a Broadway play! But about 55% of human communication is body language and another 38 percent is voice and tone, and only about 7% is voice and speech. *You may need to add a little bit of performance to make your speech shine.
- Remember to emphasise the most important points.

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* Dr. Albert Mehrabian put forward the 7-38-55 Model of Communication in his 1967 book Decoding of Inconsistent Communication co-written with Dr. Morton Wiener.

Resource: The Building Blocks of a Good Speech

A good speech is like a good story. It's made of up four component parts. While the next resource isn't a speech, it's an excellent example of what a speech should contain:

FRESH PRINCE OF BEL-AIR INTRO VIDEO

- **Greeting –** The greeting establishes the connection between the speaker and the audience. This is also where you will observe any required protocols such as recognizing dignitaries and people of note. You can use the greeting to welcome people to the space or to the event and let them know you're happy to be with them. Your greeting will set the tone for the rest of your presentation and should reflect how you plan to proceed.

> **Pro Tip:**
> The term 'ladies and gentlemen' can be limiting to people of diverse gender identities. Instead, you could say 'Distinguished guests'.

- **Introduction –** In the Fresh Prince of Bel-Air Theme Song the Introduction is "Now this is a story all about how my life got flipped turned upside down, and I'd like to take a minute - just sit right there- I'll tell you how I became the prince of a town called Bel-Air".

  Your introduction is where you tell the audience who you are, why you are there, and the BIG idea you want them to take away. Some people use a joke or a relatable experience to bring the audience in. Others ask the audience a question to get them engaged. Telling a quick simple story is always useful – as long as you can link it to the rest of your speech.

> **Pro Tip:**
> Use your greeting to share your key takeaway with the audience. Let them know, right up front, the big idea you will present today.

- **Body –** "In West Philadelphia born and raised….When a couple of guys they were up to no good…My mom got scared and said you're moving with your auntie and uncle to Bel-Air….I whistled for a cab and when it came near the license plate said fresh there was a dice in the mirror…." is a key part of the body of the Fresh Prince of Bel-Air theme song.

  The body of your speech is where you share the information you want the audience to know. This is where you will share your main ideas, your supporting data, and stories from yourself or your community that back up what you are saying. Remember, it's okay to include the stories of other people, if it doesn't expose them to harm, and you take the necessary steps to get their permission and (where necessary) protect their identity. It's important that your points are organized so the story builds and that they link back to your introduction and forward to your conclusion.

Pro Tip:
You can use two techniques to build the body of your speech.

a. Start from the most general point (most people can relate) and narrow it down to the most specific point (fewer people, maybe only those from your community can relate). For example, you may start out talking about the right to education then narrow it to talk about the girls in your community who need tablets to attend classes.

b. Start from the most specific point (fewer people, maybe only those from your community can relate, and expand to the most general point (most people can relate). For example, you may start out talking about the need to end child marriage and expand it to talk about the right to freely choose who you love.

- **Conclusion –** The Fresh Prince of Bel-Air wraps up with this last line, "Looked at my Kingdom I was finally there to sit on my throne as the Prince of Bel-Air"

  The conclusion is where you tie your whole presentation together and make your biggest point. This is also where you re-emphasise the other points you made during the presentation. It may sound cliché but try to finish strong. Keep your energy high and link back to what you said at the beginning.

Pro Tip:
Some speech writers begin with the end in mind. That means they think about what a strong, moving conclusion could sound like FIRST and then they write the rest of the speech. Even if you don't use this technique, think of your conclusion as your one last chance to connect with your audience – make it count.

BECOMING A BETTER PUBLIC SPEAKER

Activity - Public Speaking Challenges and Solutions

INSTRUCTIONS:
The Public Speaking Challenges and Solutions Activity Sheet can be found below and in Appendix 3. It contains common problems in public speaking as well as solutions. Show participants the table and ask them to match each problem to as many solutions as possible. As they talk about each solution, let them try it out as a group to see how it feels.

CARIBBEAN SHEROES ADVOCACY TOOLKIT
Public Speaking Challenges and Solutions Activity Sheet

PROBLEM	SOLUTION
I am nervous talking to people I don't know.	Vocal warms ups like saying • "Red Leather Yellow Leather", • Humming, and saying BA! MA! PA! with enunciation. • Blowing out your lips to say BRRRRRRR! • Opening your face as wide as you can then squishing your face as small as it can go.
I get a nervous stomach and worry I will have a running belly on stage.	Think about the people who are like you, who would love to hear somebody from their community speaking on their behalf.
My mouth gets tired, and my words don't sound clear.	Practice modulating the tone and pitch of your voice.
I feel stiff and like a robot on stage.	Research the audience before the speech.
I don't know if I am connecting with people.	Practice scaling your presentation – big grand gestures are useful on a stage but can be a bit much on television. Knowing when to go big and when to reel it in is mostly about time and practice.

PROBLEM	SOLUTION
I'm self-conscious about how I look or my sexuality or my disability or my gender identity or my socioeconomic status etc.	Engage in speech therapy.
I think I come across as too dramatic.	Deliberately make eye contact with people in your audience. If it feels weird, look at the point right between the person's eyes – that looks the same as making eye contact.
I worry I won't sound intelligent because of my accent or my use of English.	Practice keeping your body language open – arms not folded in front of you, back straight, shoulders down and away from your ears.
I had a negative experience with public speaking in the past.	Stretch your body before your presentation, try to relax and practice the first part of your speech.
I don't think people will be interested or open to my topic.	Develop a daily practice of self-acceptance and self-love.
I don't like the way my voice sounds.	Think about the people from your community who are great advocates.
I have a disability that affects my speech.	Talk to friends who may have the same views as the audience.
I am afraid I'll freeze up and forget what I was going to say.	Do some deep breathing before you go on stage and while you are up there.
All of the above.	All of the above.
Insert your own challenge/s:	Insert your own solution/s:

Activity: Refining Your Story

INSTRUCTIONS:

In this activity, participants will practice using their personal stories for advocacy purposes. The facilitator will provide five Format/Audience pairs and participants will select the one that most appeals to them.

Then they will revisit their This Is Me Worksheet from Day 1 and select the parts of their personal story that will make the most meaningful connection with their selected Audience and in the given Format.

Participants will have an opportunity to practice their public speaking as they will develop and deliver a 5-minute presentation to the group and facilitator.

Format/Audience Pairs

a. A live presentation and the Rural Women's Association General Meeting.

b. A podcast geared towards university students living in the Caribbean.

c. A live presentation in the Opinions segment of the Nightly News.

d. A presentation to policymakers.

e. A live presentation to the National Parent Teachers Association.

f. A live presentation to the leaders of the Police Force.

Participants may use the Speech Development Worksheet in

CARIBBEAN SHEROES ADVOCACY TOOLKIT
Speech Development Worksheet

Who is your audience?

_____

What format is your presentation?
TV/Radio/Live/Recorded etc.

_____

What do you want your audience
to think, feel, or believe after your
presentation?

_____

How might your audience already
feel about you or your topic and
how can you use that to your
advantage?

_____

What might your audience already
know about the topic, and how can
you build on that?

_____

What part of your story might be
interesting or strange to your audience
and how can you share it as a story?

_____

What part of your story might make your
audience feel they are a part of the world
you are talking about? What do they have
in common with you or your community?
What do you have in common with them?

_____

What is the key point you want to leave
with your audience?

After you have fleshed out that information, put it together using your Building Blocks of Public Speaking

- Greeting
- Introduction
- Body
- Conclusion

Activity: Public Speaking Practice

INSTRUCTIONS:

Ask for volunteer presenters. You may allow them to present individually, or you may organize them as a panel.

Include the other participants by asking them to provide *supportive* feedback to the speakers and pose questions as members of the audience.

Below is a rubric for offering feedback, also available in Appendix 5.

CARIBBEAN SHEROES ADVOCACY TOOLKIT
Public Speaking Feedback Rubric

Name of Speaker:

Format/Audience Pair:

My favorite part of your speech…

The part of your speech that really connected with me…

I wanted to hear more about…

I think you could have been a little clearer about…

The part of your speech I think your audience would have responded to was…

The best part of your delivery style was…

Your delivery would be even stronger if…

Overall, my supportive feedback is…

IDENTIFYING YOUR TRIGGERS AND SELF-CARE PLAN

Resource: Understanding Triggers

INSTRUCTIONS:
A trigger is defined as "something that causes someone to feel upset and frightened because they are made to remember something bad that happened in the past".*

A person can be triggered by something that happened to them in the past or something that happened to someone in their family or community.

Often triggers are linked to violence or instances when a person feels violated or disempowered. During your advocacy, you may encounter people, topics or events that trigger you. It is important to understand how you respond when triggered, as well as the events that are likely to trigger you.

_____
* Cambridge Dictionary, accessed September 28, 2021

Activity- This you? Learning Your Trigger Responses

INSTRUCTIONS:
Most of us have particular ways we respond when triggered. Usually, the behaviour feels as though it's necessary to protect us from a threat.

As an advocate the way you respond to triggers is integral to how effective you can be.

It takes time, and you should absolutely be gentle with yourself as you learn your trigger responses, but you can learn new responses over time.

Below are some popular Trigger Responses from Dr Kathy Obear. You can also find this worksheet in Appendix 6.

Common Unproductive Reactions During Difficult, Triggering Situations *

1. Check-off (X) any of the following that you have experienced or observed from others during difficult situations.

2. Then, star (*) any that you have done when you felt triggered in difficult situations.

_____
* Kathy Obear and Micia Mosely, "Navigating Triggering Events: Critical Competencies for Facilitating Difficult Dialogues," 2017

FIGHT RESPONSES:

- Aggressively argues and debates.
- Raises their voice, yells.
- Tries to silence others.
- Tries to compete, win at any cost.
- Interrupts.
- Self-righteous, arrogant, or condescending behaviors.
- Controlling, manipulative behaviors.
- Intimidating, threatening behaviors.
- Forces change.

- Aggressively attacks and berates.
- Dismisses or minimizes the comments of others.
- Explodes and directs their feelings onto others.
- Sarcastic or off-handed remarks.
- Belittles comments.
- Intentionally tries to embarrass others.
- Criticizes or accuses with the intent to humiliate and shame.
- Bullies others into submission.
- Turns their words against them.

FLIGHT RESPONSES:

- Gets defensive.
- Becomes overly guarded.
- Withdraws.
- Ignores or avoids issues.
- Tries to smooth over conflict.
- Placating to keep things under control.
- Minimizes, downplays the issues or conflict.

- Shuts down.
- Disengages.
- Uses humour and jokes to distract and smooth things over.
- Quickly changes the subject.
- Pretends to agree to avoid conflict.
- Uses crying to distract and not engage.

FREEZE RESPONSES:

- Blanks out, forget what wanted to say or do.
- Zones out.
- Immobilized.
- Doesn't respond or interrupt exclusionary comments and actions.
- Overly anxious and scared.

DISCUSSION PROMPTS:

- What types of events cause you to feel triggered?
- Have you ever been triggered while advocating and how did you respond?

6 Characteristics of Triggering Events[*]

Unexpected
You are surprised by the feelings that have come up.

01

Intense
The feelings seem overwhelming and disproportionate to the event that brought them up.

02

Not enough
Feeling as though you will need to put in extra effort to manage the situations.

06

Disorienting
You are distracted from what you were doing and can't think of much besides the trigger and the emotions.

03

Not coping
Feeling as though you are not reacting to this situation as best as you can.

05

Out of control
You feel as though you have no control, the situation has overwhelmed you.

04

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* Obear and Mosely, Navigating Triggering Events.
  Taken with permission from author. Amended by IGDS for UNESCO

Understanding Self-Care

DEFINITIONS:
Self-Care as taking action to maintain your health and wellbeing.[*]

While most people associate self-care with bubble baths and face masks it is actually a more holistic undertaking. From an advocacy perspective Audre Lorde frames self-care like this: *"Caring for myself is not self-indulgence, it is self-preservation, and that is an act of political warfare."*[**]

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* "The Art of Self-Care," Corey Chiropractic Marietta Ga, accessed October 4, 2021
** "Breaking Isolation: Self Care and Community Care Tools for Our People," The Audre Lorde Project, accessed October 4, 2021

Self-Care is possible in every sphere of life, but can be condensed into 8 key areas:[*]

- **Physical self-care** – this maintains and improves the wellbeing of the physical body through health, nutrition, rest and movement.

- **Psychological self-care** – this maintains and improves the wellbeing of the psychological self through caring for one's mental health, expanding one's mental capacities (reading a book, learning a skill), or giving oneself space to be mindfully in the present.

- **Emotional self-care** – this maintains and improves the wellbeing of the emotional self through connecting with one's feelings, building emotional literacy, learning and enforcing emotional boundaries and managing stress effectively and with self-kindness.

- **Social self-care** – this maintains and improves the wellbeing of the social self through nurturing relationships, developing a network you can depend on, spending time with people you value, being dependable to others and asking for help.

- **Professional self-care** – this maintains and improves the wellbeing of the professional self through finding and living in your purpose, engaging in work that is fulfilling and rewarding, caring for your physical and emotional health while at work building your skills and advocating for a healthy work environment.

- **Environmental self-care** – this maintains and improves your wellbeing by spending time in the natural environment by taking a walk or going for a swim. It can also mean maintaining a clean and clutter free work and home space that is conducive to feeling comfortable and advocating around environmental rights to create a healthier world.

- **Spiritual self-care** – this maintains and improves the wellbeing of your spiritual self by connecting you to the values and beliefs that ground and energise you. You may do this through prayer, meditation, going on a retreat, being present in nature or connecting with your ancestors.

- **Financial self-care** – this maintains and improves the wellbeing of your financial self by making decisions that will minimise stress, maintain and build wealth. This could mean setting reminders so you can pay bills on time, developing a savings plan, making and sticking to a budget or building your financial literacy.

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* "Modern Therapy," Modern Therapy (blog), October 25, 2018. Amended by Carla Moore for UNESCO

Activity - Self-Care BINGO

The self-care Bingo game allows persons to identify the types of self-care they currently engage in.

INSTRUCTIONS:
Give each person a copy of the sheet in Appendix 8.

Mark an X through each of the activities that you engage in when you are trying to practice self-care. When you have marked an X through one item on each column you've hit BINGO! Good work on practicing self-care!

If you don't BINGO don't worry. Just select one self-care activity to do this week AND – you get a free letter if you engage in any kind of self-care that's not on the sheet. Just insert it into the purple box in the middle and give yourself an N.

DISCUSSION PROMPTS:

- Have you realised anything about your Self - Care?
- What is the relationship between triggers and Self- Care?
- Why is self-care important for advocates?
- What's one type of self-care you will try before our next session?

HOMEWORK – TRIGGER EVENTS CYCLE & JOURNAL

INSTRUCTIONS:
For this homework exercise participants will reflect on their leadership style, complete the Common Examples of Triggering Events Worksheet Appendix 7 and the Triggering Events Cycle Journaling Sheet Appendix 8.*

1• Ask participants to use the Triggering Events Worksheet to rate their emotional reactions to triggering events.

2• Ask participants to pick one of the events with the highest rating and journal about it.

3• They will submit their journal pages to the facilitator ahead of the following class.

_____

* Obear and Mosely, Navigating Triggering Events. Taken with permission from author.

APPENDIX

• MODULE 2 •

APPENDIX 3
PUBLIC SPEAKING CHALLENGES AND SOLUTIONS

INSTRUCTIONS:
The Public Speaking Challenges and Solutions Activity Sheet can be found below and in Appendix 3. It contains common problems in public speaking as well as solutions. Show participants the table and ask them to match each problem to as many solutions as possible. As they talk about each solution, let them try it out as a group to see how it feels.

PROBLEM	SOLUTION
I am nervous talking to people I don't know.	Vocal warms ups like saying • "Red Leather Yellow Leather", • Humming, and saying BA! MA! PA! with enunciation. • Blowing out your lips to say BRRRRRRR! • Opening your face as wide as you can then squishing your face as small as it can go.
I get a nervous stomach and worry I will have a running belly on stage.	Think about the people who are like you, who would love to hear somebody from their community speaking on their behalf.
My mouth gets tired, and my words don't sound clear.	Practice modulating the tone and pitch of your voice.
I feel stiff and like a robot on stage.	Research the audience before the speech.
I don't know if I am connecting with people.	Practice scaling your presentation – big grand gestures are useful on a stage but can be a bit much on television. Knowing when to go big and when to reel it in is mostly about time and practice.
I'm self-conscious about how I look or my sexuality or my disability or my gender identity or my socioeconomic status etc.	Engage in speech therapy.

PROBLEM	SOLUTION
I think I come across as too dramatic.	Deliberately make eye contact with people in your audience. If it feels weird, look at the point right between the person's eyes – that looks the same as making eye contact.
I worry I won't sound intelligent because of my accent or my use of English.	Practice keeping your body language open – arms not folded in front of you, back straight, shoulders down and away from your ears.
I had a negative experience with public speaking in the past.	Stretch your body before your presentation.
I don't think people will be interested or open to my topic.	Develop a daily practice of self-acceptance and self-love.
I don't like the way my voice sounds.	Think about the people from your community who are great advocates.
I have a disability that affects my speech.	Talk to friends who may have the same views as the audience.
I am afraid I'll freeze up and forget what I was going to say.	Do some deep breathing before you go on stage and while you are up there.
All of the above.	All of the above.
Insert your own challenge/s:	Insert your own solution/s:

APPENDIX 4
SPEECH DEVELOPMENT WORKSHEET

INSTRUCTIONS:
In this activity, participants will practice using their personal stories for advocacy purposes. The facilitator will provide five Format/Audience pairs and participants will select the one that most appeals to them.

Then they will revisit their This Is Me Worksheet from Day 1 and select the parts of their personal story that will make the most meaningful connection with their selected Audience and in the given Format.

Participants will have an opportunity to practice their public speaking as they will develop and deliver a 5-minute presentations to the group and facilitator.

Who is your audience?

_____

What format is your presentation?
TV/Radio/Live/Recorded etc.

_____

What do you want your audience
to think, feel, or believe after your
presentation?

_____

How might your audience already
feel about you or your topic and
how can you use that to your
advantage?

_____

What might your audience already
know about the topic, and how can
you build on that?

_____

What part of your story might be
interesting or strange to your audience
and how can you share it as a story?

_____

What part of your story might make your
audience feel they are a part of the world
you are talking about? What do they have
in common with you or your community?
What do you have in common with them?

_____

What is the key point you want to leave
with your audience?

APPENDIX 5
PUBLIC SPEAKING FEEDBACK RUBRIC

INSTRUCTIONS:
Ask for volunteer presenters. You may allow them to present individually, or you may organize them as a panel.

Include the other participants by asking them to provide *supportive* feedback to the speakers and pose questions as members of the audience.

Below is a rubric for offering feedback, also available in Appendix 5.

Name of Speaker:

Format/Audience Pair:

My favorite part of your speech…

The part of your speech that really connected with me…

I wanted to hear more about…

I think you could have been a little clearer about…

The part of your speech I think your audience would have responded to was…

The best part of your delivery style was…

Your delivery would be even stronger if…

Overall, my supportive feedback is…

APPENDIX 6
COMMON UNPRODUCTIVE REACTIONS

During Difficult, Triggering Situations *

1. Check-off (X) any of the following that you have experienced or observed from others during difficult situations.

2. Then, star (*) any that you have done when you felt triggered in difficult situations.

* Kathy Obear and Micia Mosely, "Navigating Triggering Events: Critical Competencies for Facilitating Difficult Dialogues," 2017

FIGHT RESPONSES:

○ ○ Aggressively argues and debates.

○ ○ Raises their voice, yells.

○ ○ Tries to silence others.

○ ○ Tries to compete, win at any cost.

○ ○ Interrupts.

○ ○ Self-righteous, arrogant, or condescending behaviors.

○ ○ Controlling, manipulative behaviors.

○ ○ Intimidating, threatening behaviors.

○ ○ Forces change.

○ ○ Aggressively attacks and berates.

○ ○ Dismisses or minimizes the comments of others.

○ ○ Explodes and directs their feelings onto others.

○ ○ Sarcastic or off-handed remarks.

○ ○ Belittles comments.

○ ○ Intentionally tries to embarrass others.

○ ○ Criticizes or accuses with the intent to humiliate and shame.

○ ○ Bullies others into submission.

○ ○ Turns their words against them.

FLIGHT RESPONSES:

○ ○ Gets defensive.

○ ○ Becomes overly guarded.

○ ○ Withdraws.

○ ○ Ignores or avoids issues.

○ ○ Tries to smooth over conflict.

○ ○ Placating to keep things under control.

○ ○ Minimizes, downplays the issues or conflict.

○ ○ Shuts down.

○ ○ Disengages.

○ ○ Uses humour and jokes to distract and smooth things over.

○ ○ Quickly changes the subject.

○ ○ Pretends to agree to avoid conflict.

○ ○ Uses crying to distract and not engage.

FREEZE RESPONSES:

○ ○ Blanks out, forget what wanted to say or do.

○ ○ Zones out.

○ ○ Immobilized.

○ ○ Doesn't respond or interrupt exclusionary comments and actions.

○ ○ Overly anxious and scared.

APPENDIX 7

COMMON EXAMPLES OF TRIGGERING EVENTS

DIRECTIONS:

Use a 0-10 scale to rate how much of a "trigger" each of the following is for you when you are engaging in dialogues about diversity, equity, and/or inclusion.

0 = no emotional reaction
1 - 2 = mild level of emotional reaction
3 - 4 = low-moderate degree of emotional reaction
5 - 6 = moderate degree of emotional reaction
7 - 8 = high degree of emotional reaction
9 - 10 = extremely high level of emotional reaction

A. WHEN SOMEONE:

1. _____ makes an insensitive, stereotypic, or offensive comment.
2. _____ acts in ways that are classist, racist, sexist, homophobic, etc.
3. _____ interrupts or speaks over me or others.
4. _____ dismisses my point or that of others.
5. _____ demonstrates disruptive behaviour including joking, side conversations, or laughing at me or others.
6. _____ makes snide or sarcastic comments.
7. _____ is belittling or demeaning.
8. _____ demonstrates domineering or controlling behaviour.
9. _____ demonstrates bullying or threatening behaviour.
10. _____ is arrogant or self-righteous.
11. _____ is patronizing or condescending.
12. _____ has a very blunt or impersonal style.
13. _____ has an aggressive or forceful style.
14. _____ tries to derail the planned format and agenda.
15. _____ refuses to participate in the discussion or the activity.
16. _____ is silent, shut down or withdrawn.
17. _____ is "set in their ways" and unwilling to shift their perspective.
18. _____ will only focus on their intent, and not the impact of their behaviour.
19. _____ refuses to consider feedback from me or others.
20. _____ is crying and expressing deep emotions of pain or grief.
21. _____ is expressing deep anger or rage.
22. _____ is engaged in an intense, emotional conflict with me or others.
23. _____ challenges the validity of the information or statistics being presented.
24. _____ strongly disagrees with what I am saying.
25. _____ questions the usefulness of an activity or a discussion.
26. _____ criticizes my style, design, or approach.
27. _____ questions my competency.
28. _____ calls me classist, racist, sexist, homophobic, etc.
29. _____ criticizes or minimizes efforts related to equity, inclusion, and social justice.
30. _____ dismisses the conversation as "political correctness".
31. _____ portrays themselves as the "victim" of "reverse discrimination".
32. _____ proclaims that they are "a good one" without acknowledging their unearned.
33. _____ privilege continually points out what others do that is oppressive without.
34. _____ acknowledging their own participation in the dynamics of oppression.
35. _____ shifts the conversation away from their privileged group and to their marginalized.
36. _____ group only engages in the conversation out of marginalized identities.
37. _____ "coaches" members of marginalized groups on how to act, think and feel.
38. _____ is colluding with their own oppression, "going along to get along".
39. _____ defends members of privileged groups who are acting out of privilege or prejudice.
40. _____ publicly criticizes other members of their marginalized group(s).

B. FOR ME, WHEN I:

41._____make a mistake or error.
42._____do or say something biased, offensive or oppressive.
43._____do not know the answer to a question.
44._____fear I do not know how to effectively respond in a situation start to cry or lash out in anger.
45._____believe the conversation is about to "get out of control".

C. WHEN A COLLEAGUE:

46._____is triggered and experiencing deep emotions.
47._____mismanages an activity or makes an ineffective intervention.
48._____makes an offensive or stereotypic comment.
49._____changes the planned agenda without checking in with me.
50._____steps in as I am leading and takes over.
51._____tries to "correct," coach, or criticize me in front of the group.
52._____is silent and "disappears" during a group discussion in which they are a member of the privileged group.
53._____is silent and "disappears" during a group discussion in which they are a member of the marginalized group.
54._____takes credit for my ideas or work.

ADDITIONAL COMMON TRIGGERS FOR YOU:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

JOURNALING: THE TRIGGERING EVENT CYCLE ©

DIRECTIONS: Choose one situation when you were not satisfied with how you reacted when you felt triggered. You may wish to use one of the situations from the Common Triggering Events Handout that had a high emotional score.

1• What was the specific situation in which you felt triggered (Step 1)?

_____

2• What were some of your intrapersonal roots fueling your triggered reactions? (Step 2) (see next pages)

_____

3• How did you make meaning of the situation? What "story" did you make up about what you thought was happening (Step 3)?

_____

4• How did you know you were triggered (Step 4)?

*physiological reactions:

_____

*self-talk/thoughts:

_____

*feelings:

_____

*unconscious behaviors or responses:

_____

5• What were your intentions and motives? Hoped for outcome? What were you trying to accomplish (Step 5)?

*unproductive motives:

_____

*more productive motives:

_____

6• How did you react when you were triggered? Please note both your actions as well as your intrapersonal processes, such as your feelings and fears, thoughts and "self-talk" (Step 6)?

* less effective reactions/responses:

_____

*more effective reactions/responses:

_____

7• How was your effectiveness impacted by feeling triggered? How did your reactions impact you? Others (Step 7)?

_____

INTRAPERSONAL "ROOTS" OF TRIGGERING EVENTS

DIRECTIONS: Think about your triggering event. What do you believe were the various factors or "roots" that contributed to your feeling triggered?

1• Current life issues and dynamics (fatigue, illness, crises, stressors, etc.)

_____

2• Cumulative impact of recent experiences: Does this situation remind you of recent events?

_____

3• Unfinished business, unresolved or unhealed past issues, traumas, and "wounds:" Does this person remind you of anyone? Does this situation remind you of past traumas?

_____

4• Fears (check-off all that are related and add any others):

○ If I am too confrontational or angry, then people will judge me, be mad at me, reject me, ostracize me, etc.

○ I will be seen as incompetent and "not good enough."

○ They will see how prejudiced I really am.

○ They will think less of me....I won't be able to manage the situation.

○ My personal issues will become the focus of the conversation: all eyes will be on me.

○ I will lose credibility and be seen as less competent.

○ If I cry and show emotion, people will think less of me.

○ The conversation will "get out of control".

○ I'll let people down and disappoint them.

○ People will get too emotional and I won't have the skills to manage the situation.

○ I won't know enough about the issue to engage in conversation.

○ If I challenge this issue I will be all alone without support.

○ I won't be able to express myself clearly; I'll be misunderstood.

○ Things won't change.

○ I will make a mistake and be wrong.

○ People will be disappointed in me.

○ If I don't handle this well, people could feel uncomfortable...be hurt.

○ Things will be worse off than before.

○ People won't like me or approve of me.

5• Unmet Universal Needs/What I value** (check-off all that are related and add any others).

- ○ Respect, dignity
- ○ Trust
- ○ Planning, order
- ○ Fairness
- ○ Clarity, understanding
- ○ Openness, honesty
- ○ Direct communication
- ○ Respectful disagreement
- ○ Recognition, acknowledgement
- ○ Appreciation
- ○ Competence, effectiveness
- ○ Success, to make a difference
- ○ To be kept informed and updated
- ○ Harmony, peace...

- ○ Safety, security
- ○ Integrity
- ○ Innovation and creativity
- ○ Ease and simplicity
- ○ Connection
- ○ Mutuality, partnering, collaboration
- ○ For approval
- ○ For acceptance, belonging
- ○ Inclusion
- ○ Consideration
- ○ Dependability, follow-through

5• Ego-driven desires (check-off all that are related and add any others)

- ○ To assert, regain my power and authority
- ○ To have control
- ○ To win the argument; prove them wrong
- ○ To get my way
- ○ To make people change; "fix" them
- ○ To make people learn
- ○ To be right
- ○ To shut them down, put them in their place
- ○ To make them feel the pain and hurt I feel
- ○ To be seen as the expert, smart
- ○ To prove I am competent

- ○ To gain prestige and status
- ○ To be admired; avoid disgrace
- ○ To be liked
- ○ To fit in
- ○ To be seen as a "good one," an ally
- ○ To be perfect
- ○ To gain certainty and predictability
- ○ For everyone to feel happy
- ○ To avoid deep emotions and conflict
- ○ To make others engage as I want them

5• Biases, assumptions, expectations, shoulds, and judgments

_____

_____

_____

_____

_____

* This section was enhanced by the work of Marshall Rosenberg (2005). Nonviolent Communication. Copyrighted, April 2000, Kathy Obear, ALLIANCE FOR CHANGE kathy@drkathyobear.com www.drkathyobear.com

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SELF-CARE BINGO*

DIRECTIONS:
Mark an X through each of the activities that you engage in when you are trying to practice self-care.

When you have marked an X through one item on each column you've hit BINGO! Good work on practicing self-care!

If you don't BINGO don't worry. Just select one self-care activity to do this week AND – you get a free letter if you engage in any kind of self-care that's not on the sheet.

Just insert it into the purple box in the middle and give yourself an N.

B	I	N	G	O
Take a Warm Bath or Shower	Watch a TedTalk	Listen To Music	Look up Inspirational Quotes	Take a Social Media Break
Spend Time in Nature	Randomly Dance	Practice Yoga	Watch a Movie	Clean Your Space
Do Tasks You're Avoiding	Pray/Meditate	**FREE**	Organize Your Closet	Write in Your Journal
Shop for New Clothes	Practice Deep Breathing	Read a Book	Go to Sleep	Exercise
Bake or Cook Something You Like	Say No to Something You Don't Want to Do	Spend Time with Friends	Talk to a Therapist, or Mental Health Professional	Go to a Party

* This BINGO game was inspired by an activity in the Equality for All Jamaica OUTLoudJa Advocacy Training Curriculum and amended by IGDS for UNESCO.

CARIBBEAN

SHEROES

INITIATIVE

Training Manual on
**Gender Equality, Development
and Advocacy**

MAINSTREAMING GENDER
INTO ADVOCACY

• MODULE 3 •

CONTENTS

BACKGROUND

The Caribbean Sheroes Initiative is a joint project of UNESCO and the Institute for Gender and Development Studies Regional Coordinating Office (IGDS-RCO) aimed at producing knowledge and strengthening skills among young people to promote gender equality. The Initiative also honours Civil Society Organizations that champion women's rights and gender equality.

This Initiative is significant because the Caribbean region continues to be affected by high rates of gender-based violence wherein approximately one in three Caribbean women will be a victim of gender-based violence in her lifetime. Despite the ongoing work of individual activists and organizations, social norms, political and economic systems remain entrenched in patriarchy and historical and colonial experiences which undermine the autonomy and well-being of women, girls, and other gender and sexual minorities.

In 2021 UNESCO and the IGDS launched a Caribbean Sheroes Initiative Resource document that both celebrated Gender Equality Champions and collated their wisdom, tools, and methods for advancing gender equality.

That knowledge is interwoven into this manual as inspiration and best practice.

What is the Training Manual for Youth-led Organizations on Gender Equality, Development and Advocacy?

The Training Manual for Youth-led Organizations on Gender Equality, Development and Advocacy is a five-session interactive mentorship and training curriculum.

The curriculum targets activists between the ages of 18 and 30 that are involved in Civil Society Organizations and/or youth-led organizations in the Caribbean. It builds key competencies to support and promote the United Nations Sustainable Development Goal 5 which is "Achieve Gender Equality and Empower All Women and Girls". Material in this curriculum is drawn from the UNESCO Caribbean Sheroes Toolkit for Civil Society Organizations, ongoing research in gender, and best practices used by leaders in advocacy.

The curriculum is designed with a focus on interactivity, applicability, and clear monitoring and evaluation of growth and learning. As such, modules contain appropriate assessment tasks, pedagogical support, and resource documents situated within a training schedule that builds from the first session to the last. Participants are provided with multiple opportunities to undertake mock advocacy work as well as guidance for building strong regional advocacy networks.

GOALS & OBJECTIVES

The Caribbean Sheroes Initiative seeks to highlight the work of individual women and women-led organizations who have advanced gender equality in the Caribbean.

The Goals and Objectives of the Training Manual for Youth-led Organizations on Gender Equality, Development and Advocacy are:

- To provide young advocates (aged 18-30) with basic knowledge about gender, gender mainstreaming, femininities and masculinities, and advocacy so they are grounded in both the scholarship and practicum of advocacy.

- To connect youth advocates so they can join forces to jointly address common challenges and share best practices.

- To equip youth advocates with the tools and skills that are necessary to develop and effectively implement an advocacy campaign.

- They create a space for youth advocates to define and develop advocacy campaigns that align with their interests and the needs of their communities.

MAINSTREAMING GENDER

• INTO ADVOCACY •

PRE-TRAINING ACTIVITY:
THIS IS ME WORKSHEET

TIME	30 Minutes
RESOURCES	• This Is Me Worksheet and Electronic Device. OR • This Is Me Worksheet (Printed Copy) and Pen/Pencil.
LEARNING OUTCOMES	**By the end of the session participants should be able to:** • Construct a timeline of their most formative and unexpected life experiences. • Evaluate which parts of their life's story will be useful for personal advocacy.

INSTRUCTIONS

Prior to the start of training, share the This Is Me worksheet in Appendix 1 with participants. Ask them to set aside about 30 minutes where they will not be disturbed to work on the sheet. If it helps, they can play music and create a relaxed atmosphere. The point of the exercise is for them to reflect on their life's experiences and to see how much they have accomplished and survived. Also, to understand the experiences and encounters that have shaped them and how those personal experiences can be used in advocacy.

Ask participants to bring their This is Me worksheets to Session 1.

MODULE 3

MAINSTREAMING GENDER INTO ADVOCACY

TIME

3 Hours

RESOURCES

- Gender Mainstreaming Guide Sheet - Appendix 9
- Advocacy Activity Plan Sheet - Appendix 10
- 19 Ways Youth Delivered for Equality in 2019
- In-person: flip-chart or a whiteboard, markers. (Visual notes help to provide points of reference and are also helpful for reporting)
- Online: use interactive polls for Q+A and breakout rooms for groups work.
- Article: 19 Ways Youth Delivered for Gender Equality in 2019
- Sustainable Gender Equality – A Film About Gender Mainstreaming in Practice
- An Essential Guide to Gender Mainstreaming

LEARNING OUTCOMES

By the end of the session participants should be able To:

- Explain the concepts of sex, gender, gender inequality and gender mainstreaming.

- Analyse instances of gender inequality in their communities.

- Define catcalling and street harassment.

- Understand catcalling as a form of GBV.

- Plan at least one activity that can be undertaken to challenge the culture of catcalling in their respective communities.

- Apply techniques for mainstreaming gender into their advocacy.

- Apply techniques for including groups that are often excluded including LGBT persons, rural persons, persons living with disabilities.

- Produce a plan for an online advocacy activity.

THE JAMAICA HOUSEHOLD WORKERS' UNION ON ADVOCACY

"This work requires passion and patience, and is sometimes frustrating. The very same women for whom you are fighting, can be the very same obstacle in your fight. It takes tenacity of purpose and commitment and sometimes you have to be aggressive in the fight. Make sure that the persons you are representing are at the focal point of everything you do. Partner with other stakeholders (government agencies, civil society and corporate entities). Start teaching boys from the preschool level about the important role women play in society."

Activity: Triggers and Self-Care Homework Review

INSTRUCTIONS:

1• Ask the participants to share their Triggers and Self Care Homework
2• What type of self-care did you do and how did you feel after?
3• How do you feel about integrating self-care into your weekly routine?
4• What events were most triggering?
5• What were the emotional roots?
6• How did you feel completing the exercise?
7• Did you find anything surprising?
8• How might your emotional responses impact your advocacy and what can you do?

UNDERSTANDING SEX & GENDER

Activity: Activity: Get To Know The Genderbread Person

INSTRUCTIONS:

The Genderbread person* is a useful tool for clarifying some Sex and Gender concepts that were previously thought to be the same. It also introduces participants to the idea that sex and gender identities exist on a continuum rather than as a binary concept.

_____
* Sam Killermann, "Gender, Sexuality, & Social Justice," It's Pronounced Metrosexual, 2020

> **Facilitator's Note:**
> Explain the Genderbread person with participants and ask them to plot their own identities on the various categories.

- How do you feel about the idea that sex and gender are on a continuum rather than a binary (only two)?

- What's it like being a person with your identities in your country?

DISCUSSION: Exploring Sex and Gender

INSTRUCTIONS:
Ask participants to look at the This Is Me Worksheet they completed at home.

Invite a few participants to share their worksheet with the group.

Gender:
Refers to "the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men."*

Additional information can be found <u>here.</u>

Sex:
Refers to the "biological characteristics that define humans as female or male." **

Additional information can be found <u>here.</u>

Gender Identity:
"Reflects a deeply felt and experienced sense of one's own gender. Everyone has a gender identity, which is part of their overall identity. A person's gender identity is typically aligned with the sex assigned to them at birth." ***

Additional information can be found <u>here.</u>

Sexual Orientation:
Refers to a "person's physical, romantic and/or emotional attraction towards other people. Everyone has a sexual orientation, which is part of their identity."****

Additional information can be found <u>here.</u>

Expansion:
To bring it all together: when you are born the doctor will assign you a biological sex (male or female) based on how your body looks (penis, vagina, etc.). Based on your biological sex your community will have certain roles and expectations of you and your parents will train you into these behaviours and traits (your gender- boy or girl/ man or woman). Over time you will come into your own understanding of who you are as a gendered being and you will keep or reject some of these expectations as you affirm your own gender identity (man, woman, trans, gender fluid, gender queer etc).

---

* <u>"Concepts and Definitions,"</u> UN Women, accessed September 10, 2021
** <u>"Gender and Human Rights,"</u> World Health Organization, accessed September 10, 2021
*** <u>"Definitions,"</u> UN Free & Equal, accessed September 10, 2021
**** <u>"Definitions,"</u> UN Free & Equal, accessed September 10, 2021

FURTHER READING:

- More definitions.

- Tips for including LGBT youth.

INSTRUCTIONS:

- What are traditionally considered men's roles and women's roles in your community?
- How do men and women feel about these roles?
- Are there any advantages or disadvantages to having these roles?
- Is there any biological reason why males cannot do what are considered women's activities and vice versa?

GENDER (IN)EQUALITY

Activity: Chatterbox - On My Block

Gender Inequality refers to a situation in which people are viewed or treated differently because of their sex or gender. Gender inequality is a barrier to human development. Though major strides have been made to advance gender equity, women and girls continue to face disadvantages that have negative consequences for the achievement of their full potential. The Gender Inequality Index (GII), developed by UNDP, measures gender inequality through three dimensions of human development: health, empowerment and labour market, using a number of indicators including maternal mortality and how many adolescents are having babies, how many females attain secondary education, the number of men versus women represented in parliament and the number of men versus women who are employed or participating in the labour force. The higher the GII value the more disparities between women and men.

Gender inequality finds its roots in negative gender roles and stereotypes. Preconceived notions of traditional gender norms and stereotypical gender roles are often openly or subtly manifested, leading to exclusion and unequal opportunities for women. Even though we look to evidence provided by international organizations like the United Nations to understand this, we can also spot the impact of gender inequality closer to home.

INSTRUCTIONS:

Show participants the categories below and ask them to respond to the questions in the chat. Remember to highlight that answers aren't limited to 'men and women'. Answers should include trans men, trans women, gay men, lesbians, men, women, young boys, young girls etc.

In your community:

1. Who is more likely to finish school?
2. Who is more likely to get bullied?
3. Who is more likely to have to care for sick family members?
4. Who is more likely to care for children?
5. Who is more likely to be harassed while walking down the street?
6. Who is more likely to be reprimanded for how they dress in church?
7. Who is more likely to be reprimanded for buying condoms?
8. Who is more likely to be a member of parliament?
9. Who is more likely to be the victim of a violent crime?

DISCUSSION PROMPTS:

- What are some of the gender stereotypes in your area? About men? Women? LGBT persons?
- How does gender inequality play into these scenarios?
- Do any of your advocacy activities address these issues?
- What type of gender equality work could create a change?

Resource: Understanding Gender Equality

Refers to the concept that women and men, girls and boys have equal conditions, treatment and opportunities for realizing their full potential, human rights and dignity, and for contributing to (and benefitting from) economic, social, cultural and political development.[*]

Additional information can be found [here.](#)

When a society is gender equal men and women are valued the same. That means, for instance, a boy would not consider it a put down if someone said he was acting like a girl; and both men and women would have the same access to jobs, school, justice and all the other areas that make up their lives. Men and women would carry equal responsibility for work in the home and bosses would be equally open to hiring men and women for the same job.

In a society that is gender equal, the needs and experiences of men and women would be given equal consideration by decision makers which would be reflected in laws and policies so that no person would be oppressed based on their sex assigned at birth.

_____

[*] ["Gender Equality: Glossary of Terms and Concepts"](#) (United Nations Children's Fund, November, 2017)

"Gender equality is a matter of human rights and is considered a precondition for, and indicator of, sustainable people-centred development."***

Below are some key concepts in Gender Equality that help us to understand the scope of Gender Equality and why it is important to advocate for a gender equal world.

** "Gender Equality: Glossary of Terms and Concepts" (United Nations Children's Fund, November, 2017)

Masculinity:

*"Masculinity refers to the behaviours, social roles and expectations, and relations of men within a given society as well as the meanings attributed to them."** *

* Michael Kimmel and Tristan Bridges, "Masculinity," Sociology, July 27, 2011

COMMON TRAITS OF MASCULINITY:

Each community will construct what is considered masculine based on their own culture. However, across cultures, masculinity tends to share three common features:

Men are expected to impregnate women – this extends to the expectation that men will take the lead in courtship and sex, and that men will compete with each other for women.

Men are expected to provide for women and their offspring.

Men are expected to protect women and children from other men and threats that may arise.*

Despite masculinity being associated with men, a man is not automatically or perpetually viewed as masculine. On the contrary, men must earn, reaffirm or constantly defend their masculinity by correctly performing masculinity, especially for the approval of other men. This need to earn or defend manifests as many social issues including crime, gender-based violence, emotional detachment and mental health crises that create relatively high suicide rates among men. **

HEGEMONIC AND TOXIC MASCULINITIES:

Masculinities exist in a hierarchy, and in Western or Westernised societies the hegemonic or 'ideal' masculinity is the 'macho' brand of masculinity. This 'macho' masculinity often overlaps with toxic masculinity in that it requires men to engage in high-risk sexual behaviour, avoid emotions, not seek help (including healthcare unless it is urgent care), and be sexually dominant. ***Men who do not fulfil these requirements of ideal masculinity fall further down the hierarchy.**** Men may try to match up by competing with each other or they may highlight and exploit what is less masculine about other men to make themselves feel more masculine by comparison. Furthermore, as a result exercising societal expectations such as being providers, engaging in risky behaviours or avoiding discussing their emotions, higher rates of suicides, homicides, and addiction are experienced among men. *****

Simultaneously, though masculinity is associated with men, all humans have traits that may be considered masculine. Traits such as independence, directness, and courage are found in people of all genders. The performance of masculinity is not directly linked to male biological sex.

In the sections below you will find more information on how masculinity and masculine expectations impact the lives of people of all gender identities.

* Rosina Wiltshire, "Youth Masculinities and Violence in the Caribbean," April 2012
** Claudina E Cayetano, "PPT," n.d.
*** Oscar Reyes, "1 In 5 Men Will Not Reach the Age of 50 in the Americas, Due to Issues Relating to Toxic Masculinity," Pan American Health Organization, November 18, 2019
**** "Hegemonic Masculinity," ScienceDirect, accessed September 10, 2021
***** Oscar Reyes, "1 In 5 Men Will Not Reach the Age of 50 in the Americas, Due to Issues Relating to Toxic Masculinity," Pan American Health Organization, November 18, 2019

Femininity:

Femininity is commonly understood to refer to a collection of qualities or attributes associated with women in distinction from men. Passivity, submissiveness, and compassionate, caring, nurturing behaviour toward others, especially infants, are widely considered feminine traits in comparison to masculine assertiveness and competitiveness. As with masculinity, femininity is not only present in women or persons who are biologically female. However, people who are female experience great social pressure to be correctly feminine. [*]

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* "Femininity," Encyclopedia.com, June 8, 2018

COMMON TRAITS OF FEMININITY:

Each community will decide what is considered rightly feminine, but overtime femininity has been defined as:

- Passive
- Submissive
- Compassionate
- Caring
- Nurturing others, especially infants. [*]

"Femininities also exist in a hierarchy where 'hegemonic femininity' or the ideal femininity consists of the characteristics defined as womanly that complement hegemonic masculinity and support male domination." Meaning the brand of femininity that would be considered ideal would be the brand that works for men rather than for women – this is because our current ideas of masculinity and femininity are based on an unjust gender system and steeped in patriarchy. [**]

ENGINEERING FEMININITY:

Being born a woman creates the expectation that you will be feminine, but does not guarantee that you will be interpreted that way. [***] However, Bartky suggests that there are three practices that a woman is bound to undertake to be properly feminine:

Practices that produce a 'nymph like' body. Meaning women are expected to diet, exercise, wear restrictive clothing, re-sculpture their face and augment their bodies to be thin. This pressure results in, among other things, eating disorders. While the prevalence of eating disorders is relatively low in the Caribbean, in a 2013 study 67.7 percent of respondents reported being terrified of becoming fat. [****]

Practices that cause women to take up less space than men. For example, women are to sit upright with their legs close together, women should not gesticulate too much or speak too loudly, they should also avoid activities such as sports that require them to reach and stretch too much.

Practices that treat a woman's body as an ornamented surface. Meaning women must pay meticulous attention to their appearance at all times and be ever mindful of meeting the requirements of beauty. They must use special soaps, remove hair, apply make-up, mind their health and utilise a variety of devices and very precise techniques to maintain a youthful appearance at all times.

** "Femininity ," Encyclopedia.com, June 8, 2018
** Mimi Schippers, "Recovering the Feminine Other: Masculinity, Femininity, and Gender Hegemony," Theory and Society 36, no. 1 (March 2007)): pp. 85-102
*** Carole R. McCann et al., "Foucault, Femininity, and the Modernization of Patriarchal Power," in Feminist Theory Reader: Local and Global Perspectives, 5th ed. (New York: Routledge, Taylor & Francis Group), pp. 25-45, accessed September 10, 2021
**** Dinesh Bhugra et al., "Prevalence of Bulimic Behaviours and Eating Attitudes in Schoolgirls from Trinidad and Barbados," Transcultural Psychiatry 40, no. 3 (October 2003)

The use of social media plays an increasing role in creating and re-enforcing the gendered expectations regarding masculinities and femininity.

The most important thing to note is that men are generally not expected to undertake these same practices. In recent times men have become more image-conscious in some societies, and quite a few men go to the gym, use face cream, etc. But there is still less of an expectation and pressure on men as compared to women.

Gender Roles:
"Social and behavioural norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex."*

* United Nations Children's Fund, "Gender Equality."

Additional information can be found [here.](#)

Because the gender system is unequal and places a higher value on men than on women, the roles associated with women are usually valued less than those associated with men. For instance, both doctors and nurses are medical professionals who save lives. However, the role of the nurse is associated with caregiving – which is traditionally women's work. As a result, nurses are often valued comparatively less than doctors though the healthcare system would crumble without them.

Gender Stereotyping:
"Ascribing certain attributes, characteristics and roles to people based on their gender. Gender stereotypes can be negative (i.e., women are bad drivers, men can't change diapers) and benign (i.e., women are better caregivers, men are stronger)."* For instance, the stereotype that boys need harsh punishment and that they are disruptive in school leads some teachers in the Caribbean to be very hard on boys in class. As we will discuss in more detail later, this diminishes their academic performance and job prospects across their lifetime.

* United Nations Children's Fund, "Gender Equality."

Additional information can be found [here.](#)

Compounded gender stereotypes occur when layered with stereotypes about other characteristics of the person, such as disability, ethnicity or social status.* Compounded stereotypes can lead to compounded discrimination. For instance, in 2010 Moya Bailey created the term misogynoir to refer to the specific discrimination directed at black women in hip-hop music. The use of the term has since expanded to encapsulate the misogyny directed at black women by black men and also negative stereotypes projected onto black women including hypersexualization, and the notion of the strong black woman.**

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* United Nations Children's Fund, "Gender Equality."
** Moya Bailey and Trudy, ["On Misogynoir: Citation, Erasure, and Plagiarism,"](#) Feminist Media Studies 18, no. 4 (2018): pp. 762-768

* United Nations Children's Fund, "Gender Equality",5.

* United Nations Children's Fund, "Gender Equality",7.

For most societies patriarchy is so deeply ingrained that people rarely notice it. Though women are oppressed by patriarchy they are often complicit in perpetuating it because patriarchal beliefs have become part of their community's 'culture'. For example, some women will tease boys by telling them that they play sports 'like a girl'. They do not recognize that they are perpetuating the idea that women are bad at sports while men are good. Simultaneously, while men as a group benefit from patriarchy, individual men do not benefit equally. Black men, queer men, and men from low-income backgrounds do not reap the same benefits as white men, straight men, and men from high income backgrounds.

Patriarchy is also damaging to men. Case in point, though women are more likely to be diagnosed with depression, men are more likely to die by suicide. In large part because the patriarchal expectation that men will be 'strong leaders' makes it hard for them to admit vulnerability or that they struggle -for fear of seeming weak. Suicide is a last resort for many men who can no longer cope with feelings they have bottled up inside.

Patriarchal violence can be illustrated as an iceberg with only its top visible: murder, rape and severe physical violence against women, children, LGBT persons and such crimes committed in the name of honour. At the same time, the less dramatic forms of violence suffered by these groups are invisible in many ways and for many reasons. On the one hand, these forms of violence usually take place in the home; on the other hand, these assaults are not considered violent by most. Throughout their socialization, members of the society come to realize the requirements of traditional gender roles. By following these requirements, they necessarily accept or serve male dominance or they become its beneficiaries. Patriarchal ideology becomes attached to other social institutions based on inequality (education, wealth, health care etc.). It is in accordance with traditional social norms and moral values, thus its reason for existence is hardly ever questioned.

Activity: Chatterbox - On My Block

Latin America and the Caribbean is the region that has the highest levels of violence in the world.

Let's take a look at how Gender Inequality shows up across the lifetime of a Caribbean person:

Maternal Health:

6.3 percent of live births are to adolescents aged 15 -19 (the second highest adolescent pregnancy rate in the world). Maternal mortality is one of the leading causes of death for persons 15-24.

Limited access to comprehensive sex education and suitable sexual reproductive health services, coupled with a general lack of information contributes to adolescent pregnancies.[*] Often the pregnancies are not planned and may be the result of abuse.

Girls from marginalised communities and girls who live with social inequality are more vulnerable to early pregnancies. For instance, girls with no education or who were only educated to the primary level were four times more likely to get pregnant than girls with secondary education and higher. Similarly, girls from the lowest income backgrounds were three to four more times more likely to become pregnant than those from the highest income backgrounds. Early pregnancy can cause girls to drop out of school which would have a long term impact on their education as well as future employment opportunities.[**]

[*] See UNESCO's publication on Comprehensive Sexuality Education
[**] Latin America and the Caribbean Have the Second Highest Adolescent Pregnancy Rates in the World," Pan American Health Organization , February 28, 2018

Menstrual Health:

While many schools and communities will, for instance, create school feeding programs to provide for students who cannot afford to purchase food, the same accommodation is needed for menstrual hygiene products. Inadequate facilities in schools and social centres means people cannot manage their menstruation with dignity. As a result, they often miss school and cannot participate in social life.[*]

[*] Sharlene Hendricks, "Foundation Tackles Period Poverty," Jamaica Observer, December 16, 2018

Education:

Education advocacy has created positive changes in the Caribbean sub-region. For instance, as of 2018 about 94 percent of girls in the Caribbean go to school. However, when we focus on adolescent girls who live in rural areas that drops to 75 percent. Instead of going to school they work in domestic care and tasks.

As it pertains to education, Caribbean girls are outpacing their male counterparts: for every 100 girls who complete primary school, only 96 boys will do the same. For every 100 women who complete secondary school, only 91 men will do the same.[*]

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[*] "Gender Equality," UNICEF Latin America and Caribbean, 2019

Masculinity and Education:

You may wonder why Caribbean men and boys are not enrolling in school. Understanding the issue requires that we, again, centre gender roles and expectations along with the impacts of poverty.

For instance, Mark Figueroa suggests that the comparative under-achievement of Caribbean boys is linked to gender privileging. In fact, he states that boys and girls have performed differently in school for years, but girls are now outperforming boys in the subjects that are deemed important which is why it is now perceived to be an issue.[*] Figueroa explains that over time men have occupied positions of power and had greater access to resources. This shapes how men are raised in the home, their treatment in schools as well as their payment for work. For women this lack of access created a need to cross over into male-dominated fields, however men do not cross over into female-dominated fields because those jobs are valued less. As a result, education – as a tool for crossing over and securing a better life – holds higher value for women than men.

In addition, boys are usually socialised to be active and given more freedom to roam the streets while girls are socialised to 'sit still and listen' and carry more responsibility in the home. The capacity to 'sit still and listen' for long periods of time, as well as to multitask, works for girls in the classroom but works against boys. This becomes more an even more significant barrier for boys because most classrooms still use traditional 'chalk and talk'/lecture style approaches as opposed to teaching styles that utilise movement to support learning.

Outside of the classroom, boys have more access to skills-based careers that do not require a high level of education. This means boys are likely to survive, even without an education, while girls may struggle.[**]

More generally, however, education is no longer a hallmark of masculinity. From as early as 2009, Barry Chevannes noted boys who believed "School is girl stuff!".[***] In 2004 Wesley Crichlow noted young men in Trinidad who believed that academic subjects were for women and gay men, while trade subjects were for 'real men'. In 2015 a survey by the British Council noted that boys were refusing to learn, speak and write English because they thought it was for 'sissies'.[****]

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[*] Richard Green, Rupert Jones-Parry, and Mark Figueroa, "Coming to Terms with Boys at Risk in Jamaica and the Rest of the Caribbean," in Commonwealth Education Partnerships 2010/11 (Commonwealth Secretariat, 2011), pp. 66-69.
[**] Mark Figueroa, "Under-Achieving Caribbean Boys," in Commonwealth Education Partnerships 2007 (Commonwealth Education Secretariat, 2007), pp. 23-25.
[***] David Plummer, "Is Learning Becoming Taboo for Caribbean Boys?," accessed September 10, 2021, http://web.worldbank.org/archive/website01404/WEB/IMAGES/PLUMMERL.PDF.
[****] Nadine Wilson-Harris, "English Is for Sissies," PressReader.com - Digital Newspaper & Magazine subscriptions, September 6, 2015

Masculinity and Education:

Moreover, because English was associated with effeminacy and homosexuality, speaking English could put a boy at risk of being attacked in some instances. In Jamaica, and many other Caribbean countries, the proper performance of masculinity includes risk-taking and being 'rude' [*] *(not adhering to society's rules). Since English is considered the language of the well-behaved and refined – refusing to speak English is one way to establish one's masculinity. However, the refusal negatively affects pass rates in both CSEC English and other subjects. Boys are also more likely to be corporally punished and verbally put down in schools – based on the idea that they need strong discipline and to be 'toughened up'. This is directly linked to poor academic performance.* [**]

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* Plummer, "Is Learning Becoming Taboo."
** Laurence Telson, "Man-up: Hegemonic Masculinity in the Caribbean," Caribbean Development Trends, May 22, 2019

Violence:

In 2019 despite recent improvements, Latin America and the Caribbean (LAC) remains the most violent region in the world. The region is home to about 8 percent of the world's population and yet is the site of 33 percent of the world's homicides. In fact, 17 of the 20 most homicidal countries in the world are located in the LAC region. [*] *The level of violence in the region is linked to instability of State control and weak local governments. However, gender roles and expectations also play a role in the widespread violence.*

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* Luis Felipe López-Calva, "Killing Development: The Devastating Epidemic of Crime and Insecurity in Latin America and the Caribbean," (UNDP, May 3, 2019)

Masculinities and Violence:

Men are almost 4 times more likely to die of homicide than women because of organized crime and gang related violence. 14 percent of homicides in the world are from young men aged 15-29 who live in Latin America and the Caribbean.[*]

In the Caribbean, young men are socialised to believe that violence and aggression are normal; as such they use violence as their primary form of conflict resolution.[**] In addition, physicality (muscles and physical strength) and the ability to show power and dominance are considered key markers of masculinity for Caribbean boys. This association of masculinity with dominance makes boys vulnerable to involvement in gangs and other groupings that are associated with these traits. Boys who do not have access to the other 'traditional' markers of masculinity such as wealth and social stature may prove their masculinity through violent and illegal means. They may also prove their masculinity through the dominance of anything deemed feminine – women and gay men.[***]

* "Gender Equality," UNICEF Latin America and Caribbean, accessed September 10, 2021
** Wiltshire, "Youth Masculinities."
*** Donna Hope, "Of 'Chi-Chi Men- The Threat of Male Homosexuality to Afro-Jamaican Masculine Identity" (Maho Bay), accessed September 10, 2021

Gender-Based Violence:

Approximately 1.1 million teenage girls between 15 and 19 have experienced sexual violence or other forms of violence. As it relates to violence, Latin America and the Caribbean is the only region where this data has not declined in the last decade.

Globally 1 in 3 women experience physical and/or sexual violence in their lifetime. However, in the Caribbean the situation may be even worse than that. Research done in 2020 in Grenada, Guyana, Suriname, Jamaica and Trinidad and Tobago shows that 46 percent of women in these countries have experienced some form of violence in their lifetime.[*] Lifetimes experiences of intimate partner violence range from 39 percent in Grenada and Jamaica to 48 percent in Suriname. Again, gender inequality is at the root of the issue: gender inequality and unequal power relations between men and women led to gender-based violence. Rates of violence were higher when male partners were controlling and had strong patriarchal beliefs.[**]

Moreover, society-wide acceptance of the idea that men are the 'head' of the household and have a right to control women may make it difficult for victim/survivors of violence to find support when they come forward and report their abuse. Family, friends and even persons working in the criminal justice system (police officers, employees of the court) may blame the victim for causing the violence rather than holding the perpetrator accountable.

* World Health Organization, Devastatingly pervasive: 1 in 3 women globally experience violence, 2021
** Tasheen Sayed and Emily Bartels-Bland, "World Bank Blogs," World Bank Blogs (blog), November 25, 2020

Employment:

Though the student population at the University of the West Indies is disproportionately female – between 65 percent female to 80 percent female depending on the year- Caribbean women make about 60 cents to 70 cents for every dollar made by men. Though this is the average for the region, some countries face an even more dire situation. For instance, women in Guyana earn only 39 percent of the income earned by men. [*]

Why is there such a pay gap, especially since some Caribbean countries do have legislation that guarantees equal work for equal pay? Women are more likely to be employed in industries that seem to be extensions of their role as carers such as education and healthcare and welfare, which are lower paying. What are considered 'men's jobs extend from their roles as leaders and providers who are strong, smart and active as such they tend to be in manufacturing, agriculture, construction and engineering. Because they are considered men's jobs, they are deemed more important and, as a result, are higher paid. The occupations that are dominated by women are valued less – because they are 'women's jobs'- and tend to be lower paying. Across occupations, women are less likely to hold the highest paying and top ranked positions. [**]

Within the realm of employment , there is another source of inequality: paid maternity leave. If a country does not have clear legislation around maternal leave, then it is up to the employer to decide how they will treat employees who become pregnant. Some may choose to fire women who become pregnant; some will guarantee their job but will not pay them for the time they are off work. The minimum leave that should be provided is 14 weeks of – that is available in Belize, Dominica and Trinidad and Tobago. Belize has the distinction of being the only Caribbean country with 14 weeks maternity leave where the government pays for the benefits. Research shows that when employers are required to pay for maternity leave benefits they may discriminate against female employees and treat pregnancy as a liability. Paternity leave is even less popular with only one Caribbean country – the Dominican Republic – offering paternity leave of 2 days. Jamaica has started consultation on the matter of paternity leave.

It is important to note that Gender Equality work is working. For instance, Latin America and the Caribbean has the second highest rate of female entrepreneurship in the world. [***]

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[*] Teresa Romero , "Gender Pay Gap Index in Latin America by Country 2021," Statista, July 5, 2021
[**] Rosangela Bando, "Evidence-Based Gender Equality Policy and Pay in Latin America and the Caribbean: Progress and Challenges,"
Latin American Economic Review 28, no. 1 (October 31, 2019)
[***] World Bank, "The Time is Now"

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[*] Rosangela Bando, "Evidence-Based Gender Equality Policy and Pay in Latin America and the Caribbean: Progress and Challenges," Latin American Economic Review 28, no. 1 (October 31, 2019)
[**] Magdalena Sepúlveda Carmona and John Hendra, "UN Women," UN Women, March 25, 2014
[***] "Low Labour, Productivity and Unpaid Care Work" (Caribbean Policy Research Institute, 2018)
[****] Therese Turner-Jones, "Caribbean Dev Trends," Caribbean Dev Trends (blog), March 13, 2020

UNDERSTANDING CATCALLING: CULTURE OR VIOLENCE

Resource: Catcalls of UWI a Model of Student Activism and Advocacy

CATCALLS OF UWI:
A Model of Student Activism and Advocacy

Catcalls of UWI is an undergraduate student-led advocacy, education and safe space campaign for persons to share experiences of street harassment and Gender-Based Violence at the University of the West Indies, St. Augustine campus and wider society. The project uses social media and outreach activities to promote their message of catcalling as a form of Gender-Based Violence, by re-sharing real experiences submitted via their Direct Messages (DMs). The submissions are shared on all platforms and chalked in the streets as an act of reclaiming them, while sensitizing the general public of the risks of street harassment.

Catcalls of UWI is a member of the global Chalk Back movement and has worked with multiple partners from the University of the West Indies, non-government organisations, civil society, international agencies including the United Nations, to advance their messages of social and gender justice, advocate for safer streets and improved policy at the University and country level. Some of the major outputs have included the annual Chalkback event, where the public is invited to share and chalk their stories, twitter chats, webinars, and blog posts, among others.

This project is evidence of the significance and impact of youth-led student activism and the power to create and expand conversations for change. Inspired by @catcallsofnyc and their experiences of ongoing street harassment on campus, undergraduate students Kelsie Joseph and Tia Marie Lander, founded the project through their student club IGDS Ignite in 2019. The project is managed by a small team, who create content and provide support and referrals to those who reach out. For more information, check them out @catcallsofuwi (Instagram and Twitter).

Activity: Catcalling Poll

INSTRUCTIONS:

Pose the question below to participants using the poll feature. Use the discussion prompts to expand the conversation and build on participant's responses to highlight the verbal, physical, psychological, and cultural components of catcalling. The definitions below will help you to build out the conversation.

1• Have you ever been catcalled or witnessed it?

Clarify that this question is everyone. Take feedback from men and women to get different perspectives and see how or if their responses differ.

Use the poll results to facilitate a discussion on catcalling.

DISCUSSION PROMPTS:

- What is catcalling?
- Can you share your experiences with catcalling in about a minute or so? What happened? How did you respond? How did you feel?
- Is catcalling a compliment?

DEFINITION:

Catcalling:

It is a form of street harassment and Gender-Based Violence that manifests in different types of unwanted attention, which includes comments, touching, being followed, etc. It affects primarily women, girls and marginalized groups creating feelings of fear, concerns about security and emotional distress. In many societies, it is a pervasive and harmful cultural norm. It is not a compliment.[*]

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* This definition is retained and attributed to IGDS, UWI St. Augustine.

Discussion: Why is it important to understand and discuss catcalling?

INSTRUCTIONS:
Invite and lead a discussion on how catcalling is street harassment and a form of GBV. Pose the following questions to the participants and reference participant experiences to connect the discussion with reality and show the different forms of harassment.

1• Agree or Disagree: It's a bit extreme to say catcalling is gender-based violence.

2• Agree or Disagree: Catcalling is a traditional part of Caribbean culture.

TOPICS TO DISCUSS:

• Explore the fact that catcalling has numerous elements: physical, verbal, non-verbal, psycho logical (including threats).

• Catcalling is a safety issue that is linked to rape culture, sexism, power and male entitlement to women and their bodies.

DEFINITIONS:

Street Harassment:

It is behaviour which occurs in public spaces that results in any form of discomfort, fear or insecurity by the receiver. It can be physical, verbal, non-verbal or psychological, and includes catcalling, sexually explicit comments or innuendos, unwanted touching, being followed, and any other form of unwanted attention and behaviours.*

Sexual Harassment:

Unwelcome conduct of a sexual nature which makes a person feel offended, humiliated and/or intimidated. It includes sexual advances, requests for sexual favours, and other similar verbal, non-verbal or physical conduct of a sexual nature or based on sex, including same sex, whether it is recurrent behaviour or a single incident, as well as situations which create an environment which is hostile, intimidating or humiliating for the recipient.*

* The definitions for street harassment and sexual harassment have been retained and are attributed to IGDS, UWI St. Augustine.

Gender-Based Violence:

"Any act that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women (and other persons), including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or private life. It encompasses but is not limited to physical, sexual, and psychological violence occurring in the family, the general community, or perpetrated or condoned by the state."*

* Cecile Pemberton and Joel Joseph, "National Women's Health Survey for Trinidad and Tobago" (New York, NY: Inter-American Development Bank, 2018)

Rape Culture:

It is the "social environment that allows sexual violence to be normalized and justified, fuelled by the persistent gender inequalities and attitudes about gender and sexuality. Naming it is the first step to dismantling rape culture."*

* "16 Ways You Can Stand against Rape Culture," UN Women, November 18, 2019

Catcalling a Gender-Based Violence:

The act of cat calling is considered a form of gender-based violence given that it oftentimes results in feelings of insecurity tied to physical, sexual and psychological harm. Women, girls and vulnerable groups, e.g. LGBT persons, are disproportionately affected because they occupy a lower status in the hierarchy of social and gender relations. Oftentimes, they are limited in how they can challenge the act of cat calling through a verbal or physical response, because they have limited power to challenge a perpetrator, they are not taken seriously when they complain, women are at a physical disadvantage in many instances, onlookers think it is not their business and are reluctant to intervene, and in many instances they mistakenly think they're just words with no impact or consequence, and many feel that women should be happy to be objectified in the form of compliments, which essentially erases the feelings, impact and threat of unwanted attention on an individual. Perpetrators (predominantly men) hold power and are able to exercise it in ways that assert their status as being in control and having influence on the outcomes of situations, because they are unlikely to be penalized for verbally harassing a person. Perpetrators can use particular words or phrases, even their tone of voice, which communicates an entitlement to the victims' attention, body and time. As these unwarranted demands reach victims, rejection is not always an option. In many cases rejection is met with annoyance, anger and aggression, where perpetrators verbally abuse victims, some use non-verbal actions to intimidate and threaten them as a result, and even follow women in the street, which threatens the safety and well-being of the person being targeted. As persons contend with street harassment, there is a constant threat of violence, while some women experience actual violence and physical harm –including sexual violence and unwanted touching-, as a result of rejecting a perpetrator. As such, women and girls are constantly aware of the places they go, their clothing, and their behaviours, to minimize the threats; they are forced to adjust their behaviours to protect themselves in the streets. Victims are stripped of their ability to be and act free, to express themselves in ways which make them comfortable in order to safeguard themselves. Unfortunately, it does not always work, because the act of street harassment is an exercise of power and dominance by the perpetrator.*

Catcalling as Culture:

 Like rape culture, cat calling is endemic in the Caribbean given the unequal power relations present between men and women. While many may contend that it is cultural and means no harm, it must be recognized that there are lots of cultural practices that are unwanted and cause harm. Once the ideas, customs, and social behaviour of a particular people or society causes unnecessary discomfort and insecurity to a particular group it can be considered harmful. While some persons may respond favourably to a cat call, in many cases the response is done as a way to avoid confrontation and originates in concerns of personal security. Cat calling is done predominantly by men, because of the status they enjoy in the social and cultural hierarchy of gender relations. Institutionally they hold and exercise more power in social relations and in saying that cat calling is culture there is no acknowledgement of the feelings and experiences of women who fear for their safety and experience psychological and occasionally physical harm as a result. It signals a lack of regard for personhood and positions the victim as an object, stripping them of their individuality and humanity. Cat calling is not culture, and it is not a compliment, given that it feeds into the larger culture of abuse. *

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* The definitions for Catcalling and Catcalling as Culture have been retained and are attributed to IGDS, UWI St. Augustine.

> ### Sexism:
>
> *It is defined as, "prejudice or discrimination based on sex or gender, especially against women and girls."**
>
> *But, did you know that it wasn't until 2019 that the Council of Europe created the first ever internationally agreed upon definition of sexism? The wider definition includes the fact that sexism is a manifestation of long standing gender inequality and that women are more likely to be affected than men.*

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* Gina Masequesmay, "Sexism," Britannica (Encyclopædia Britannica, Inc., June 11, 2014)

SEXISM REFERS TO:

Any act, gesture, visual representation, spoken or written words, practice or behaviour based upon the idea that a person or a group of persons is inferior because of their sex, which occurs in the public or private sphere, whether online or offline, with the purpose or effect of:

1. Violating the inherent dignity or rights of a person or a group of persons; or
2. Resulting in physical, sexual, psychological or socio-economic harm or suffering to a person or a group of persons; or
3. Creating an intimidating, hostile, degrading, humiliating or offensive environment; or
4. Constituting a barrier to the autonomy and full realisation of human rights by a person or a group of persons; or
5. Maintaining and reinforcing gender stereotypes.*

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* "Preventing and Combating Sexism" (Council of Europe, 2019)

Discussion: Why is it important to understand and discuss catcalling?

INSTRUCTIONS:
Invite participants to share solutions for challenging Catcalling. Probe for what they would do, why they would do it and how?

POSSIBLE RESPONSES:
Education, campaigns –all forms of media-, conversations, outreach, and interventions, legal frameworks, petitions, music and the arts, etc.

Activity- Build Your Own Campaign

INSTRUCTIONS:
In this activity participants will build their own campaign to combat catcalling.

1. Assign participants to groups of no more than 5 persons.
2. Each group will have 10 minutes to plan a campaign to highlight catcalling as an issue in their community. The campaign presentation should include who, what, where, how, why?
3. Each group has to present their campaign to the larger group.

Additional Resources:

- Chalkback Available here.

- Hollaback Available here.

- Catcalls of Jamaica. Instagram: @catcallsofjamaica

Other Campaigns from the Anglophone Caribbean:

- It's Not A Compliment Street Harassment Campaign. Available here.

- Leave Me Alone. Available here.

- Stop Street Harassment - 16 Days of Activism against Gender-Based Violence (Trinidad and Tobago). Available here.

- SafecityTT. Available here.
  Instagram: @safecitytt

GENDER MAINSTREAMING

Resource: Understanding Gender Mainstreaming

Gender Mainstreaming is a "strategy to ensure consistent use of a gender perspective in all stages of development and implementation of policies, plans programmes and projects."* This concept was developed as a way to promote gender equality in all areas of economic and social development, taking into consideration that there are still significant gaps to full gender equality. **

Gender mainstreaming goes beyond developing specific projects and programmes focused on women or adding special women's components to existing programmes. It means using a gender perspective at each level of the planning and execution of your activity.

When you are developing your advocacy project you will need to consider what men and women do in the community, who does and does not have access to resources, and who are the community decision makers.***

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* "What Is Gender Mainstreaming," European Institute for Gender Equality, accessed September 10, 2021
** UNESCO's Gender Mainstreaming Implementation Framework (2002-2007)
*** Gender Mainstreaming Made Easy: Handbook for Programme Staff (United Nations Development Programme, 2013).

Mainstreaming: Not just a buzzword

"The term "mainstreaming" emerged in the early 1980s, during the United Nations Decade for Women, the international women's movement was concerned that the women specific programme strategies had not achieved significant impact. Women units and national machineries established during this period had too often been understaffed and excluded from real decision-making and policy formulation while the little resources that were earmarked for "women targeted" projects resulted in small activities. The women who witnessed these trends began to look for alternative strategies to move women's issues out of the periphery and into the "mainstream" of development decision-making. Mainstreaming now refers to a comprehensive strategy that involves both women-oriented programming and the integration of women and gender issues into overall existing programmes, throughout the programme cycle." *

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* UNESCO's Gender Mainstreaming Implementation Framework

Resource: How To Mainstream Gender

There are 4 key steps to mainstreaming gender into youth programmes:

GENDER SENSITIVE PLANNING

Conducting a gender analysis before you begin so you can identify gender inequalities and add in services, activities and targets to address them.

> **Gender Analysis Tools:**
> - Review of existing data.
> - Interviews with stakeholders (people who are invested in or will be impacted by your work - especially youth from a range of backgrounds).
> - Focus groups – depending on your context you may do single gender focus groups or mixed gender focus groups

KEY QUESTIONS - GENDER SENSITIVE PLANNING

a• What research has been done about people of different gender identities in my country or community and what does it show?

b• If no documented research exists, who might be able to give me good information based on their experience? (This may mean community elders, teachers, people who work in community centres and inter face with the public a lot)

c• What are the roles and expectations of men vs women and how might those roles create barriers to participation in and benefitting from my activity? How can I get around this barrier and make things more equal?

d• What barriers might people of diverse gender identities face to participating in this? And how do I get around it?

e• Who has power that might allow them to participate more easily, and what type of power?

f• Is there any way my project could worsen gender inequality or challenges?

g• Is there any way my project might cause harm?

h• How do I ensure people from different backgrounds (income, education status, location, disability status, religion etc) can participate in meaningful ways.

i• How does the community feel about people of different gender identities, will they support men and women equally? Trans persons and cis persons equally, straight people and LGB people equally etc.?

GENDER SENSITIVE DESIGN AND IMPLEMENTATION

Apply the findings of the gender analysis to ensure your programme, project or activity equally serves people of all gender identities.

KEY QUESTIONS - GENDER SENSITIVE PLANNING

Identify and recruit youth from diverse backgrounds to participate in the design of your programme, project or activity.

Identify partners and partner organizations who can support inclusion and give you access to communities who are often excluded.

Use the right media, meeting formats and activity styles to meet the needs of persons of different backgrounds – in vs out of school youth, LGBTQI youth, men, women, persons with disabilities, marginalized youth etc. This means being sensitive about meeting times, whether events are open or closed to the public, whether events occur online or onsite, using sporting activities sometimes and workshops at other times.

Provide support services that will encourage equitable participation – for example, travel stipends, safe transportation, childcare, anonymous sharing options, low literacy material, translation services

KEY QUESTIONS - GENDER SENSITIVE DESIGN AND IMPLEMENTATION

a• Who can we partner with to get the extra services people need? - GBV, Mental Health, Education, Employment.

b• How can I make sure our recruitment material appeals to both men and women and people of diverse gender identities? (language and images)

c• Where do we need to put our recruitment material to make sure people of all genders see it?

d• Do we need to do some sensitization work with the rest of the community?

e• How can we ensure men and women are able to participate at the same level?

f• How can we bring everybody up to the same level or switch it up so people at all levels can participate?

g• Which partners are youth and gender sensitive OR what training do we need to give to them?

h• What kinds of activities appeal to men and women? Are they likely to participate in an activity of the format I intend to use?

i• What types of activities appeal to persons from disadvantaged communities (LGBT, persons with disabilities, low income, etc.)

j• Do men and women have any responsibilities or expectations that would make it difficult for them to participate? How do I get around that?

k• Would family support help? How do I get the family on board?

l• Would community support help? How do I get the community on board?

m• Do people need stipends or childcare support?

n• Do employers or mentors need sensitization?

n• Is there anything that could make people feel unsafe?

GENDER SENSITIVE MONITORING AND EVALUATION

Ensure your monitoring and evaluation tools collect gender disaggregated data – meaning data that can be broken down by gender.

Gender Sensitive Monitoring and Evaluation Tool:

- Gender sensitive goals - ambitious, specific and actionable commitment.
- Gender sensitive targets - specific, measurable objectives whose attainment will contribute in major way to achieving one or more goals.
- Gender sensitive indicators - an indicator is a quantitative metric (something you can measure) that provides information to monitor performance, (the effectiveness of your activity) measure achievement (the successful accomplishment of your activity) and determine accountability.
- Gender analysis of findings – meaning when you look at your data you look at how experiences differ by gender.
- Gender inclusive intake forms – sign-up sheets and other documentation should capture sex as well as gender.

KEY QUESTIONS - GENDER SENSITIVE PLANNING

a • How will I know how many men and women participated in my project, programme or advocacy?

b • How will I know how many of them benefitted and to what level?

c • How will I know how many LGBT persons participated?

d • How will I know how many of them benefitted and to what level?

e • How will I know if people of different gender identities had different experiences in the program?

f • How will I know if people of different gender identities were equally able to access services, contribute their talents, and benefit from opportunities within this program or project?

g • How will I know if the programme equally met the needs of people of all gender identities?

h • How will I know if gender biases against men or against women affected their success in the programme or advocacy undertaking?

i • How will I know what I need to change if I am to do the program again?

HOMEWORK – NETWORK BUILDING GROUP WORK:

1. Before the end of the session ask participants to share two areas they are keen to advocate around.

2. Write them so participants can see them on the screen.

3. Organize the participants who have similar interests into small working groups of about 5 people each.

4. Ask them to exchange contact information.

5. In the time between this session and the next they should:

   a. Contact each other.

   b. Think about an online advocacy activity they could do in their individual countries – agree on the goals, targets and indicators (how they will know they have been successful).

   c. Share ideas for how to mainstream gender and diversity into their activity -include as many different groups from the community as possible – including at least one group that's usually excluded (men, boys, persons living with disabilities, LGBT persons, rural persons). You can use the Gender Mainstreaming Guide Questions in Appendix 9 for guidance.

   d. Complete one Social Media Advocacy Activity Plan Sheet in Appendix 10 per activity (meaning one per country or one per community) and submit to the facilitator within 72 hours of this session.

   d. Each group should complete their activity and come prepared to make a 10-minute presentation on the proves and outcomes.

Facilitator's Note:

If the activity is done online, participants can complete it before the next session. This way participants will be able to receive feedback before working on their individual plan.

Resources:
- Share the 19 Ways Youth Delivered for Equality in 2019 document for inspiration.
- UNESCO Project Planner, Top Tips for Youth Action. Tool designed by UNESCO to help youth design and implement projects focused on generating social impact.

APPENDIX

APPENDIX 9

SOCIAL MEDIA ADVOCACY ACTIVITY PLAN SHEET

INSTRUCTIONS:

The Public Speaking Challenges and Solutions Activity Sheet can be found below and in Appendix 3. It contains common problems in public speaking as well as solutions. Show participants the table and ask them to match each problem to as many solutions as possible. As they talk about each solution, let them try it out as a group to see how it feels.

Group Members

Community/Country

Advocacy Focus Area

Advocacy Project Title

Description of Advocacy Activity

Social Media Platform/s to be Engaged

Goal of Advocacy Activity.
Remember your goal should be SMART:

- Smart
- Measurable
- Achievable
- Time-Bound

Targets

- Specific, measurable objective whose attainment will contribute in major way to achieving one or more goals.

Mainstreaming gender

- How you will ensure persons of all gender identities are meaningfully included.

Mainstreaming diversity

- How you will ensure that persons who are usually excluded (men, boys, persons living with disabilities, LGBT persons, rural persons) are meaningfully included.

APPENDIX 10
GENDER MAINSTREAMING GUIDE SHEET

GENDER MAINSTREAMING QUESTION	ANSWER	COMMENTS/IDEAS
PLANNING		
What research has been done about people of different gender identities in my country or community and what does it show?		
If no documented research exists, who might be able to give me good information based on their experience? (This may mean community elders, teachers, people who work in community centres and interface with the public a lot?		
What are the roles and expectations of men vs women and how might those roles create barriers to participation in and benefitting from my activity? How can I get around this barrier and make things more equal?		
What barriers might people of diverse gender identities face to participating in this? And how do I get around it?		
Who has power that might allow them to participate more easily, and what type of power?		
Is there any way my project could worsen gender inequality or challenges?		
Is there any way my project might cause harm?		
How do I ensure men and women from different backgrounds (income, education status, location, disability status, religion etc) can participate in meaningful ways?		
How does the community feel about people of different gender identities, will they support men and women equally? Trans persons and cis persons equally etc?		

GENDER MAINSTREAMING QUESTION	ANSWER	COMMENTS/IDEAS
DESIGN AND IMPLEMENTATION		
Who can we partner with to get the extra services people need? - GBV, Mental Health, Education, Employment		
How can I make sure our recruitment material appeals to both men and women and people of diverse genders? (language and images)		
Where do we need to put our recruitment material to make sure people of all gender identities see it?		
Do we need to do some sensitization work with the rest of the community?		
How can we ensure men and women are able to participate at the same level?		
How can we bring everybody up to the same level or switch it up so people at all levels can participate?		
Which partners are youth and gender sensitive OR what training do we need to give to them?		
What kinds of activities appeal to men and women? Are they likely to participate in an activity of the format I intend to use?		
What types of activities appeal to persons from marginalised communities (LGBT, persons with disabilities, low income etc)		
Do men and women have any responsibilities or expectation that would make it difficult for them to participate? How do I get around that?		
Would family support help? How do I get the family on board?		
Would community support help? How do I get the community on board?		
Do people need stipends or childcare support?		

GENDER MAINSTREAMING QUESTION	ANSWER	COMMENTS/IDEAS
DESIGN AND IMPLEMENTATION		
Do employers or mentors need sensitization?		
Is there anything that could make people feel unsafe?		

GENDER MAINSTREAMING QUESTION	ANSWER	COMMENTS/IDEAS
MONITORING AND EVALUATION		
How will I know how many men and women participated in my project, programme or advocacy?		
How will I know how many of them benefitted and to what level?		
How will I know how many LGBT persons participated?		
How will I know if men or women had different experiences in the program?		
How will I know if men and women were equally able to access services, contribute their talents, and benefit from opportunities within this program or project?		
How will I know if the programme equally met the needs of people of all genders?		
How will I know if gender biases against men or against women affected their success in the programme or advocacy undertaking?		
How will I know what I need to change if I am to do the program again?		

CARIBBEAN

SHEROES

INITIATIVE

Training Manual on
**Gender Equality, Development
and Advocacy**

• THE RIGHT FIT: WHICH BRAND
OF ADVOCACY WORKS FOR YOU? •
• MODULE 4 •

CONTENTS

BACKGROUND

The Caribbean Sheroes Initiative is a joint project of UNESCO and the Institute for Gender and Development Studies Regional Coordinating Office (IGDS-RCO) aimed at producing knowledge and strengthening skills among young people to promote gender equality. The Initiative also honours Civil Society Organizations that champion women's rights and gender equality.

This Initiative is significant because the Caribbean region continues to be affected by high rates of gender-based violence wherein approximately one in three Caribbean women will be a victim of gender-based violence in her lifetime. Despite the ongoing work of individual activists and organizations, social norms, political and economic systems remain entrenched in patriarchy and historical and colonial experiences which undermine the autonomy and well-being of women, girls, and other gender and sexual minorities.

In 2021 UNESCO and the IGDS launched a Caribbean Sheroes Initiative Resource document that both celebrated Gender Equality Champions and collated their wisdom, tools, and methods for advancing gender equality.

That knowledge is interwoven into this manual as inspiration and best practice.

What is the Training Manual for Youth-led Organizations on Gender Equality, Development and Advocacy?

The Training Manual for Youth-led Organizations on Gender Equality, Development and Advocacy is a five-session interactive mentorship and training curriculum.

The curriculum targets activists between the ages of 18 and 30 that are involved in Civil Society Organizations and/or youth-led organizations in the Caribbean. It builds key competencies to support and promote the United Nations Sustainable Development Goal 5 which is "Achieve Gender Equality and Empower All Women and Girls". Material in this curriculum is drawn from the UNESCO Caribbean Sheroes Toolkit for Civil Society Organizations, ongoing research in gender, and best practices used by leaders in advocacy.

The curriculum is designed with a focus on interactivity, applicability, and clear monitoring and evaluation of growth and learning. As such, modules contain appropriate assessment tasks, pedagogical support, and resource documents situated within a training schedule that builds from the first session to the last. Participants are provided with multiple opportunities to undertake mock advocacy work as well as guidance for building strong regional advocacy networks.

GOALS & OBJECTIVES

The Caribbean Sheroes Initiative seeks to highlight the work of individual women and women-led organizations who have advanced gender equality in the Caribbean.

The Goals and Objectives of the Training Manual for Youth-led Organizations on Gender Equality, Development and Advocacy are:

- To provide young advocates (aged 18-30) with basic knowledge about gender, gender mainstreaming, femininities and masculinities, and advocacy so they are grounded in both the scholarship and practicum of advocacy.

- To connect youth advocates so they can join forces to jointly address common challenges and share best practices.

- To equip youth advocates with the tools and skills that are necessary to develop and effectively implement an advocacy campaign.

- They create a space for youth advocates to define and develop advocacy campaigns that align with their interests and the needs of their communities.

MAINSTREAMING GENDER

• INTO ADVOCACY •

PRE-TRAINING ACTIVITY: THIS IS ME WORKSHEET

TIME	30 Minutes
RESOURCES	• This Is Me Worksheet and Electronic Device. OR • This Is Me Worksheet (Printed Copy) and Pen/Pencil.
LEARNING OUTCOMES	**By the end of the session participants should be able to:** • Construct a timeline of their most formative and unexpected life experiences. • Evaluate which parts of their life's story will be useful for personal advocacy.

INSTRUCTIONS

Prior to the start of training, share the This Is Me worksheet in Appendix 1 with participants. Ask them to set aside about 30 minutes where they will not be disturbed to work on the sheet. If it helps, they can play music and create a relaxed atmosphere. The point of the exercise is for them to reflect on their life's experiences and to see how much they have accomplished and survived. Also, to understand the experiences and encounters that have shaped them and how those personal experiences can be used in advocacy.

Ask participants to bring their This is Me worksheets to Session 1.

• MODULE 4 •

THE RIGHT FIT: WHICH BRAND OF ADVOCACY WORKS FOR YOU?

TIME	3 Hours

RESOURCES	• Sea Walls Artists for Oceans and example of Artivism • Pen • Pencil • 4 Sheets of 8.5 x 11 paper

LEARNING OUTCOMES

By the end of the session participants should be able to:

- Assess their own privilege.
- Define what is Social Justice.
- Understand the ways in which the Caribbean's history demands that social justice, and equity related goals must inform regional activism.
- Recognize the ways in which geography and history influence social justice priorities.
- Identify the Caribbean women's movement as a global voice in advancing social justice.
- Recognize that social justice must be informed by respect for diversity and difference.
- Recognize that social justice takes place in multiple fora. It can inform policymaking, global governance and framing community interactions.
- Differentiate between different forms of advocacy and their usefulness.
- Distinguish what type of advocacy they find appealing, and which is best suited to their work.
- Plan and execute an advocacy exercise.

• GENDER EQUALITY CHAMPION •

LINNETTE VASSELL ON ADVOCACY

"I recommend greater involvement of men and boys, to better enable them to understand how they are negatively affected by the pervasive gender system and the normalization of toxic masculinities, even as they benefit, and they should participate in transforming themselves and the whole of society towards more equitable human relationships.

The path towards achieving gender equality is founded on the practice of justice and righteousness in all aspects of life and relationships, including personal, private and family life as well as in public policy and governance."

Linette Vassell,
Community Development & Gender Specialist, Jamaica

SOCIAL JUSTICE REFLECTIONS*

Welcome and Setting Ground Rules

Welcome the participants to the session and ask them to make an agreement as to how they will proceed during the session.

Suggested Rules:

- What you say is important.
- What you say in the session is always right.
- We have an obligation to respect what everyone says.

_____

* This Session is Adapted from ARCUS Center for Social Justice Leadership Kalamazoo College Workshop Outline D McFee 3rd September 2021

Activity: Privilege Bank Icebreaker Exercise

INSTRUCTIONS: The privilege bank allows participants to assess their own privilege and how it shapes their experience. Share the Privilege Bankbook below, on page 10. Use the discussion prompts below to facilitate a discussion about their feedback.

YOUR FACILITATOR WILL READ TO YOU A NUMBER OF EXPERIENCES:

- For each experience to which your response is true you will add the identified sum of money to your bank account. For some experiences, you will be required to add money and for others, you will be required to subtract the identified sum of money.
- At the end of the activity, you will calculate the amount of money in your account and we will discuss it.
- Use your bankbook below to keep track of your earnings and withdrawals.

> **_Facilitator's note:_**
>
> _The full list of experiences can be found <u>here.</u> Instead of asking participants to step forward or back, ask them to add or subtract funds from their account. You may wish to amend some questions so they are relevant to the Caribbean context._
>
> _Some sample prompts are below._

EXAMPLES TO START WITH:

- If you are right-handed, take one step forward.
- If your sex or race is widely represented in your country's parliament, take one step forward.
- If you have difficulty finding hair products, make-up for your skin complexion, or a hairstylist/barber in your current community, take one step back.

DEPOSITS:

1. If one or both of your parents graduated from college, deposit $10.
2. If you ever attended a private school or a summer camps growing up, deposit $10.
3. If you were told by your parents that you were beautiful, smart, or successful, deposit $10.
4. If you knew since you were a child that it was expected of you to go to college, deposit $10.
5. If you have immediate family members who are doctors, lawyers, or work in any degree-required profession, deposit $10.

WITHDRAWALS:

1. If you are going to be the first person in your immediate family to graduate from college, withdraw $10.
2. If you started school speaking a language other than English, withdraw $10.
3. If you have ever been the only person of your race/ethnicity in a classroom or place of work, withdraw $10.
4. If you grew up in an economically-disadvantaged or single-parent home, withdraw $10.
5. If you were ever discouraged from any personal goal or dream because of your race, socioeconomic class, gender, sexual orientation, or physical/learning disability, withdraw $10.

DEPOSITS	WITHDRAWALS
USD $100	
FINAL BALANCE:	

Source: Privilege Bank Ltd (©Agard & O'Brady 2021)

DISCUSSION PROMPTS:

- What do you hear? Who do you see? Who is rewarded?
- Who remains invisible?
- Are there "natural" winners and losers?
- What experiences are rewarded and what are penalized?
- Are they rewarded across the region?
- Where do our ideas of reward and penalty come from? Have these systems changed over time?

Discussion: What is Social Justice

INSTRUCTIONS: This discussion will explore foundational concepts in social justice. Engage the participants by checking their knowledge or the existing terms and offering definitions as needed.

DEFINITIONS:

Advocacy:

The act or process of supporting a cause or proposal : the act or process of advocating.

In order to convince people of your cause, you first need to listen to their concerns. Advocacy requires finding middle grounds and amicably resolving disagreements. Advocacy cannot stand alone as advocacy approaches sometimes do not work. This is when activism is useful.

* "Advocacy," Merriam-Webster, accessed September 10, 2021
** Olivia Flavell, "Activism Versus Advocacy: What Is Human Rights Advocacy?," US Institute of Diplomacy and Human Rights, March 29, 2021

Activism:

A doctrine or practice that emphasizes direct vigorous action especially in support of or opposition to one side of a controversial issue.

Activism is a useful way to create change by taking directed action in support of an issue. This could include protests, marches and campaigns. However, activism may not address the biases and prejudices that created the problem to start. This is why advocacy and activism work together to create meaningful change as advocacy will change the attituded and activism demands the action.

Eva Lewis helps us to understand the difference between activism and advocacy: 'To be an activist is to speak. To be an advocate is to listen'.

* "Activism," Merriam-Webster, accessed September 10, 2021
** Flavell, "Activism Versus Advocacy."

Civic Engagement:[*]

According to Thomas Ehrlich, Civic Engagement refers to "working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes".[**]

Civic engagement can take several forms:

- Political activism – paid and unpaid
- Environmentalism
- Community Service
- National Service
- Volunteering
- Service Learning

[*] "Civic Engagement," youth.gov, accessed September 10, 2021
[**] Ibid.

Stakeholder:

A simple way to understand this concept is "those groups without whose support the organization would cease to exist.[*]

[*] R. Edward Freeman and David L. Reed, "Stockholders and Stakeholders: A New Perspective on Corporate Governance," California Management Review 25, no. 3 (1983): pp. 88-106

Stakeholder Consultation:

Stakeholder consultation is about initiating and sustaining constructive external relationships over time. This is the process of getting meaningful feedback from individuals and entities who will carry out your organization's work and/or who will be impacted by your organization's work.[*]

[*] Debra Sequeira and Michael Warner, "Stakeholder Consultation," in Stakeholder Engagement: A Good Practice Handbook for Companies Doing Business in Emerging Markets (Washington, D.C, U.S.A. : International Finance Corporation, 2007), pp. 33-62.

In order to ensure your consultations are meaningful, here are some guidelines from the Inter-American Development Bank.[*]

1. Stakeholder consultations should start as early as possible and should be ongoing throughout the project.
2. The consultation should be inclusive, meaning individuals and groups along with formal and informal institutions should be invited to participate.
3. Resources should be allocated to the stakeholder process. This includes human resources, capacity development to ensure the process is effective, willingness to take stakeholder feedback seriously and to modify plans and implementation as required, and resources to ensure all stakeholders can equally participate.
4. The stakeholder process should be transparent. This means it should be based on factual information about the scope of the consultation as well as how much their feedback can influence project decisions.
5. The consultation process should be equitable and non-discriminatory. Meaning there must in intentional work to include the poorer and more vulnerable stakeholders.

[*] Kvam, Reidar. "Meaningful stakeholder consultation." Washington, DC: Inter-American Development Bank (2017).

6. Prior to the consultation, stakeholders should have information about the relevant areas of the project in a format that is accessible to them. Each group may require a separate approach – for instance low-literacy material may be required separate from material that is accessible to the blind – but at the very least information should be conveyed in a manner that is understandable and accessible to all.
7. The consultation should be inclusive, meaning individuals and groups along with formal and informal institutions should be invited to participate.
8. Stakeholder information should be kept confidential as required.
9. The consultation should have purpose and direction and avoid consultation for consultation's own sake.
10. The consultation should be documented in a systematic way and relevant areas should be publicly disclosed.

SOCIAL JUSTICE DEFINITIONS[*]

The following definitions have been taken from the Social Justice Rubric Terminology - Arcus Center for Social Justice Leadership and can be found here.

Social Justice:
"Social justice recognizes the inherent dignity of all people. It calls for both an understanding of the current systems and a practice towards liberation."

Power:
"Power is having influence, authority or control over people and/or resources."

Accessibility:
"When we talk about "accessibility" we are referring to the precedent that resources, power, space, and livelihood are available to all people regardless of their disability type/level/identity."

Intersectionality:
This term developed by Professor Kimberlé Crenshaw is used to describe how overlapping social categories can create interdependent and intersecting systems of disadvantage and discrimination.

Oppression:
"Oppression is the combination of prejudice and institutional power which creates a system that discriminates against some groups (often called "target groups") and benefits other groups (often called "dominant groups")."

Additional Resource:

- Five Faces of Oppression by American political theorist and feminist, Iris Young.

* "Social Justice Rubric Terminology," Google Docs (Arcus Center for Social Justice Leadership), accessed September 10, 2021

Example:

- Global Education Coalition: COVID-19 Education Response

Challenging Social Justice With a Caribbean Lens

INSTRUCTIONS: In this module participants will think about the role and importance of community engagement in advocacy work. You can link this module to Module 1.3 through its discussion of community. Use the discussion prompts to guide the conversation and use the definitions to expand as needed.

- In session 1 you explored the idea of community and belonging to a community. Based on what you know, what are Community Agreements?
- Why is it important to incorporate Community Agreements into your social justice work?
- Can you think of any activist/advocate or other person who does this very well?
- What are some techniques for addressing invisibilities and global inequities?
- What are some of the specific challenges we face because we are in the Caribbean and how do we challenge social injustice using a Caribbean lens?

There are two types of Community Agreements:

- **Relational Community Agreements** are about how we want to be in relationship with each other (e.g. speak your truth, be present, give people the benefit of the doubt).

- **Operational Community Agreements** identify procedures or structures we all agree to use (e.g. have a process observer for each meeting).

Resource: https://nesawg.org/conference/community-agreements

Activity: The Practice of Social Justice

INSTRUCTIONS: In this module, participants will gain exposure to the work and words of advocates. Participants will be divided into 5 groups. Each group will be assigned a quotation from the list below. Groups are required to deliberate their assigned quotation and answer the following questions:

- What forms of oppression are being addressed by the quotation?
- Can you identify the community/communities being served by the activism referred to in the quotation?
- Do you think geography is an important variable in the context of the quotation?
- List at least four factors that will enable you to have a more holistic understanding of the context of the quotation.

QUOTES/RECOMMENDED MATERIALS FROM BOTH INTERNATIONAL AND REGIONAL ACTIVISTS.

FOLADE MUTOTA •
Executive Director Women's Institute for Alternative Development (WINAD), Trinidad and Tobago.

"I think the whole business about the status of African people, you know? You look around and you realize (clears throat) people struggling and you start to realize 'but wait a minute, I come from a place where people always struggling'... Umm so yes I felt obligated really to play a role in strengthening the work of an organization that was trying to reach the masses and get people more conscious about themselves. Umm because I... you know, it seems to me that if you're comfortable with-with you, you could face the world, you know? One of the-the great things about NJAC (National Joint Action Committee) is, I look at how... well of course I did that after I joined the organization... I look at how NJAC would celebrate Indian Independence Day. They would observe Indian Arrival Day and with the same big, grandiose kind of ceremony that they would have for something like African Liberation Day, you know? And that for me was an indication of a place where justice is practiced, you know? And you could see people and there's no fear of the other. Even-even to deal with-with white people or any other kind of people. There was no fear of the other"*.

* Deborah McFee, "Caribbean Feminist Disruptions of International Public Policy, Human Security and the ATT: An Interview with Folade Mutota," Caribbean Review of Gender Studies, no. 11 (2017): pp. 269-322

PEGGY ANTROBUS •
Feminist Visions for Women in a New Era: An Interview with Peggy Antrobus, Grenada/ St. Vincent and the Grenadines.

"Some of us use the concept of the gift economy as a means of underlining the fact that not all economic activity takes place through the market, the "exchange economy." The (gift economy) includes all those goods and services we give to each solidarity, caring and sharing. It's part of our culture- actually, the culture of most human beings-the culture of being human.

It was the Women's networks that first challenged the governments on structural adjustment.

Up to that point I had heard reference to structural adjustment as the policy framework adopted by CARICOM [the Caribbean Community and Common Market] heads of government at their meeting just a few months earlier. It was just something that Willie Demas and the heads of governments said was the key to the region's transformation. Not even development you know. Demas used the word "transformation" and the CARICOM Secretariat was pushing it at every ministerial meeting. Nobody questioned structural adjustment"*

* Peggy Antrobus and Michelle Rowley, "Feminist Visions for Women in a New Era: An Interview with Peggy Antrobus," Feminist Studies 33 (2007): pp. 64-87

———————————

* Theresa Dintino, "Alicia Garza: The Dynamics of Power," Nasty Women Writers, April 27, 2021

Additional Resources on Social Justice Videos:

- Introduction to Social Justice and Equity by Cultnomics
- Knowing Your History & Teaching Social Justice by The Education Trust
- Caribbean Studies Social Justice by Nikisha Smith

ADVOCACY HOMEWORK PRESENTATIONS

INSTRUCTIONS: Allow each group 15 minutes to present their advocacy plan.
Offer constructive feedback using the information in their Advocacy Plan Sheet and the presentation. Encourage other groups to offer supportive feedback as well.

KEY AREAS: Mainstreaming of gender, feasibility, mainstreaming of diversity, efficient use of resources.

ADVOCACY REFRESHER

Activity: This is Me Worksheet Homework Review

In Module 1 we learned this useful definition for Advocacy:

Advocacy = A Call for Change **+** The Voice of Those Who Want The Change **+** Evidence[*]

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[*] James Edleston et al., The Education We Want: An Advocacy Toolkit (Plan International, 2014)

ADVOCACY IS ABOUT:

- Giving people a voice about issues that affect them.
- Building evidence on what needs to change and how that change can happen.
- Positive change in society towards greater social justice and equality.
- Influencing people with power and changing how they think and act.

DEVELOPING AN ADVOCACY PLAN[*]

Activity: Uncovering Your Passion

INSTRUCTIONS: This activity allows participants to identify their passion and, by extension, ideas for their individual advocacy activity.

Ask participants to reflect on the questions below to help them identify what areas they would like to advocate around:

1. What makes you mad? Is it the lack of running water in your community? Or the fact that young women don't feel safe walking alone on the road?
2. What opportunities exist to do something better? Do you think teachers could do better work with some gender sensitivity training or maybe your College Campus needs a safe walk programme where students volunteer to accompany other students walking home late at night?
3. Which of those things are you passionate about? Passionate enough that you will want to invest your time and energy in an advocacy campaign?

Once you've answered all three, you're ready to develop your advocacy plan.

> **Facilitator's note:**
> For the duration of this module ask everyone to think about what they would want to work on as their advocacy activity following the training. Ask them to follow along as you go through each step, so they are developing their plan as the session continues.

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[*] Jake Lucchi, "Youth Power - A Manual on Youth-Led Advocacy" (Bangkok: ECPAT International, 2012).
The framework of this section was taken from the ECPAT Youth Power Manual with some amendments by Carla Moore for UNESCO.

Step 1: Identify The Problem

If you are working on solving a problem, looking at the problem in a detailed way is key to developing your advocacy strategy. Most problems will have both causes and effects that interact in complicated ways. Sometimes writing them out in a way that can easily be seen can be useful.

CAUSE AND EFFECT TABLE:

Start by writing the problem in the middle box. Then write the cause of the problem in the first box. Then write the effects in the last box.

The problem is the centre of your advocacy efforts.

The effect is harmful impact with a shared source – you can use this to convince decision-makers that the problem is important.

The cause will tell you the change you need to ask for from decision makers, organizations or individuals.

CAUSE	PROBLEM	EFFECT
There are weak laws pertaining to sexual harassment.	Many young women face sexual harassment in public and private spheres.	Lack of legal recourse for victims of harassment.
Many men claim to not understand what constitutes harassment.		Cultural acceptance of harassment.
Harassment is normalized as 'culture'		Women feel unsafe in public and private spaces.
Sexual harassment legislation takes very long to get passed because parliaments are primarily made up up of men.		Women do not perform at their full potential as they are held back by harassing bosses and supervisors.
The Employee's Federation is not Gender Sensitive and does not place significant value on sexual harassment issues.		The country cannot benefit from the full human potential of women workers.

As you may notice there are several causes for this problem, it is useful to decide if it is helpful and necessary to address one or all of them.

At the end of Step 1 you should be able to answer the following questions:

- What is the problem we are trying to address?
- What is the change you are asking for?
- Why should those changes be made?

Step 2: Analyse and Research the Problem

Research and analysis are integral at every step of the advocacy process. But in the first instance research will let you know the feasibility and likelihood of your advocacy project being effective. Also, if you have identified several root causes it will let you know which area to address first.

AT THE END OF STEP 2 YOU SHOULD BE ABLE TO ANSWER THE FOLLOWING QUESTIONS:

1. How much information is available about this issue?
2. Who are the decision-makers and other stakeholders with the power to make an impact on your issue?
3. How likely are these decision-makers and stakeholders to take the requested action?
4. Are you best positioned to undertake this advocacy?
5. Are you passionate enough about this issue and willing to invest energy and time in it?
6. What other organisations and individuals are interested in your issue and how likely are they to work with you?
7. How significant is your problem? How many young people does it affect and how severely?

Step 3: Develop Advocacy Goals and Objectives

Your advocacy goals and objectives speak to the injustice or harm you want to end or the benefit you want to achieve (goal) and the specific courses of action that must be taken by decision makers or stakeholders to get there (objectives).

For instance, in the example above the goal would be to decrease sexual harassment in public and private spaces.
The objectives, however, would be to create and enforce stronger sexual harassment legislation, to have more women in parliament, to increase gender sensitivity within the Employer's Federation. There is another objective – a cultural shift – but that is quite broad and might be difficult to enact without signifi-cant widespread buy-in. However smaller changes such as legislation and training may eventually lead to

Your Advocacy Objective should be SMART:

Specific • While advocacy goals may be general improvements that you would like to see more broadly, advocacy objectives must focus on narrow, specific changes that can be achieved by a particular course of action by decision makers.

Measurable • Your objectives should lead to an impact that you can measure in some way, either by the number of stakeholders reached, places a change has been implemented, or the number of specific changes that have been made.

Achievable • No matter how important your objective, if it is clear that there is no way the decision-maker will take the action you are requesting, it will not be a good use of your time to pursue that course of action. It is also important to analyse the problem to ensure that you're focusing on something that is a real problem and that your solution is tailored to fit the "real" nature of the problem. Furthermore, make sure you and your organisation have the capacity (both in terms of human and financial resources), in terms of resources and expertise, to make a difference.

Time-bound • In order to ensure your objective is well-focused, well-resourced, and that you continue to work efficiently toward achievement, you should have a concrete timeline for its successful completion. This will also help you work effectively with project partners, donors, and other stakeholders.

AT THE END OF STEP 3 YOU SHOULD BE ABLE TO ANSWER THE FOLLOWING QUESTIONS:

1• What exactly will I be doing in this advocacy project?
2• What national, regional, or international policy can I link to my project?
3• Is there any law or policy that needs to be changed to help me achieve my goal?
4• And am I equipped to undertake that advocacy. If not, who can I partner with?
5• What measurable impact am I looking to create?
6• Am I sure I can get this done?
7• By when will I get this done?

Step 4 : Identify Your Advocacy Targets

The next step is to identify which decision-makers can help you achieve your objectives. You will advocate to them along with stakeholders and allies who can help you push them.

A• *Direct Advocacy – Targets Decision Makers:*

To decide which decision maker to target you must determine who is responsible for protecting women from harassment. Often the 'WHO' exists at multiple overlapping levels.

1• Individual
2• Family
3• Community
4• Local Government
5• National Government
6• Regional/International Government

USING THE EXAMPLE ABOVE:

- The family is responsible for teaching gender roles that support or condemn harassment.
- The community is responsible for condoning or allowing harassment.
- It is your decision to determine who would be most effective in creating the change you desire.
- Local and national governments would overlap in creating and enforcing laws and policies around sexual harassment.
- National governments, regional and international bodies have created conventions, declarations, treaties and other documents pertaining to sexual harassment. Some, such as the International
- Covenant on Economic Social and Cultural Rights, are legally binding.

In order to decide where you should target you work you should ask yourself two questions.

1• Who has the power to make the biggest, most sustainable change toward achieving my objective?

2• Who is the most likely to listen to me and take action to make progress toward achieving my objective?

B• *Indirect Advocacy Targets (influentials and allies):*

Though your primary advocacy targets will make the final decisions, their decisions are influenced by people around them – who can influence them to act in favour of or against your objective.

Convincing influential people to support you – or at least not work against you is key. Influentials include media, business persons, family members, public interest groups and other decision makers.

At the end of Step 4 you should be able to answer the following questions:

1. Who are the individual decision makers I could directly or indirectly target?
2. What individuals and organizations might influence my target and how?
3. How much power does my target have to make the change I want (low, medium or high)?
4. How willing is my target to make the change (low, medium high)?
5. What is the target's relevant knowledge, experience or interest?

Step 5: Choose An Advocacy Technique

Advocacy techniques are myriad and can range from high level lobbying to fashion (artivism).
Below are six advocacy techniques you may wish to consider for your projects.

Public Education • These techniques strengthen public knowledge and support your issue. Examples include mobilising stakeholders, rallies and marches, developing and disseminating Information Education and Communication material.

Media Advocacy • These techniques also build public knowledge and support around your issue through the use of traditional and new media. Examples include social media posts, Twitter Spaces, online polls, Clubhouse discussions, TikTok Videos, writing press releases, convening press conferences, interviews.

Lobbying • These techniques are useful for directly engaging high level policy and decision-makers. Examples include drafting policy statements and policy briefs, writing position papers, writing Shadow reports, writing to decision makers, petitions, face to face high level meetings.

Training • These techniques involve capacity development and sensitization with individuals and organizations who may influence your targets or are your targets. Examples include capacity development sessions to offer a better service to specific communities, gender sensitivity training, free online training sessions via Zoom, training sessions that result in professional development credits, training sessions with decision makers.

Artivism • These techniques involve the use of art and creative expression to fight for justice. Examples of artvism include provocative street art and murals by artists such as Banksy, photo series of Caribbean trans women through United Trans Creatives.

Personal/Self-Advocacy • These techniques involve advocating for issues related to your own interests or needs. Personal advocacy can be a part of all the other techniques mentioned, but it is included here as a separate technique because it can include elements of storytelling and sharing one's personal story in different forms. This can be more intimate than some other techniques – and must be done with care – but can be extremely powerful.

At the end of Step 5 you should be able to answer the following questions:

1. Which advocacy technique/s is/are best suited to my objectives?
2. Why are they better suited than another technique?
3. Is there any way I can integrate this advocacy into work my organization is already doing?

DISCUSSION PROMPTS:

- Is social media the best way to reach young people?
- Are there any limits to social media advocacy?
- What methods are best for reaching low-income youth or those with limited access to technology?

Step 6 : Identify Available Resources and Timelines

Resources refer to the things and people you will need to get your project done. It is essential that you consider what resources you need and what resources you have before you start your project.

Some examples of resources:[*]

- **Monetary:** including gifts, donations, and the budget provided by your organisation.

- **Human:** including staff, volunteers, partners, and other engaged youth. Also, be sure to consider their level of expertise and commitment to your project in order to determine how valuable they will be.

- **Connections:** your or your organisation's existing contacts with both direct and indirect advocacy targets are an extremely important resource, as these relation ships can be the foundation for achieving maximum impact.

- **Logistics:** including access to office space, technology, supplies, libraries, Internet databases, etc.

- **Time:** though this may not seem like a direct tool for achieving your goal, time is actually one of your most valuable resources. Every day you spend working on this project is a day you cannot spend working on another valuable project; so, you must use your time effectively.

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[*] Lucci,"Youth Power."

Developing a timeline requires you to break your project down into individual tasks and assign those tasks to individuals on your team; then assign clear mid-way check in points and deadlines for executing your task.

AT THE END OF STEP 6 YOU SHOULD BE ABLE TO ANSWER THE FOLLOWING QUESTIONS:

1. What resources do I have access to currently?
2. What resources could I access through partnership and with whom?
3. What resources will I still lack and how else can I get them?
4. Who might challenge my work and how will I respond?
5. What allies might I have overlooked and how could they benefit me?
6. What are my main tasks and by when should each be completed?

DISCUSSION PROMPTS:[*]

- What networks do you belong to and how could they provide you with resources?
- Which of the following organizations do you belong to, and how could that network provide you with resources?

  - Service clubs
  - Professional groups
  - School and Alumni groups
  - Sports Teams
  - Advocacy networks

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[*] These discussion prompts are inspired by the #OutLoudJa Advocacy Training Manual created by Equality For All Jamaica.

Step 7: Monitor and Evaluate Your Advocacy Activity

Monitoring and evaluating the progress of your advocacy activities is key to understand what is working, identify and address challenges, and maintain and improve effectiveness.

Monitoring and evaluation can occur at two levels.

1• *Monitoring Progress and Assessing Your Strategies*

1• Detailed record keeping is your best friend. For each of your activities you should have a record of the date, the number of participants or the number of persons you reached, the activities that were conducted, how your advocacy targets and stakeholders responded, the challenges you encounters, your successes and your next steps. For social media advocacy, some apps and websites have built in monitors for your metrics- you can tell how many people viewed your post, how many of them liked it, where they are located and their gender. Detailed record keeping will let you know if you're doing what you intended to do and whether or not it is working.
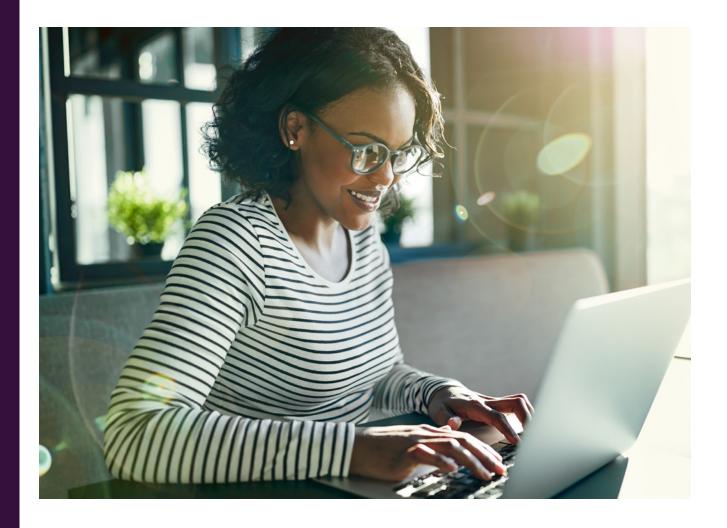
2•

Monitoring and evaluation is an ongoing process so it's important to build it into your overall plan. Include periodic evaluations in your timelines – perhaps every two weeks or once a month. During these evaluations, you can consult your records, assess your progress with your partners, check in on the effectiveness of your strategy and approaches and make the necessary changes. It is useful to have someone take lead on monitoring and evaluation, especially since it will take place over the lifetime of the project or activity.

2• *Monitoring and Evaluating the Overall Project*

1• When monitoring the overall project, you will follow the steps above (monitoring and evaluating progress). However, you will be looking at the advocacy project as a whole– meaning you will look at all the stages together. At this stage you are also assessing your project for the purposes of future advocacy. The assessment report you create should be able to guide others who may want to use your methodology by highlighting the pitfalls and successes and recommendations for what could be done differently. Again, details are important so be sure to include them. Your assessment will be shared with your partners, donors, and stakeholders so be sure to use a style and format that is clear and easy to understand.

AT THE END OF STEP 7 YOU SHOULD BE ABLE TO ANSWER THE FOLLOWING QUESTIONS:

1• What are the key outputs of my project e.g. number of meetings, number of influentials reached, government commitments made etc.
2• What are the indicators of short-term success for particular activities?
3• What are the indicators of long-term progress towards the advocacy activity?
4• How will you identify and record challenges you encountered in each area?

HOMEWORK: DEVELOPING YOUR INDIVIDUAL ADVOCACY PLAN

INSTRUCTIONS:

1• Using the Individual Advocacy Planning Sheet in Appendix 11 develop an individual advocacy plan for the project you would like to work on following the training.

2• Bring the plan to share in the next session.

Key Resource:

The UNESCO Project Planner was designed to help youth-led organizations move from an idea to an actionable project plan. It brings together information and additional resources that can make it easier for you to design and implement a project. Some of the guiding questions and background information can also help you in developing your Advocacy Project.

APPENDIX

· MODULE 4 ·

APPENDIX 11

INDIVIDUAL ADVOCACY ACTIVITY PLANNING SHEET

PLANNING	
Name	
Community/Country	
Advocacy Focus Area	
Advocacy Project Title	
Description of Advocacy Activity	
Overall Goal of Advocacy Activity	
Objectives of the Advocacy Activity Remember your objectives should be SMART: • Smart • Achievable • Measurable • Time-Bound	
What advocacy techniques will you use and why? • Lobbying; Media • Personal Advocacy • Public Education • Artivism • Training	
Who is your primary advocacy target?	
Who is your secondary advocacy target?	
What is your main advocacy message – Elevator Message	
Indicators – How you will measure your activity's success.	
Mainstreaming gender – How you will ensure persons of all genders are meaningfully included.	

Mainstreaming diversity – how you will ensure that persons who are usually excluded (men, boys, persons living with disabilities, LGBT persons, rural persons) are meaningfully included.	
What resources will you need to complete your activity and how will you get them? • Money? • Devices such as smart phones and tablets? Internet access? • Social media accounts? • Human resources such as graphic designers, volunteers? • Skills? • Flipchart paper and markers? • Placards etc.	
Main tasks, deadline, and responsible person/s	
What obstacles might you encounter and how will you overcome them?	

CARIBBEAN
SHEROES
INITIATIVE

Training Manual on
**Gender Equality, Development
and Advocacy**

SHOWTIME! SHARING YOUR
ADVOCACY PLAN

• MODULE 5 •

Authors: Carla Moore, Dr Deborah McFee, Professor Opal Palmer Adisa, Renuka Anandjit

Editors: Paula Istúriz Cavero, Giuliana Neumann

Designed by Clementina Villarroel González

CONTENTS

BACKGROUND

The Caribbean Sheroes Initiative is a joint project of UNESCO and the Institute for Gender and Development Studies Regional Coordinating Office (IGDS-RCO) aimed at producing knowledge and strengthening skills among young people to promote gender equality. The Initiative also honours Civil Society Organizations that champion women's rights and gender equality.

This Initiative is significant because the Caribbean region continues to be affected by high rates of gender-based violence wherein approximately one in three Caribbean women will be a victim of gender-based violence in her lifetime. Despite the ongoing work of individual activists and organizations, social norms, political and economic systems remain entrenched in patriarchy and historical and colonial experiences which undermine the autonomy and well-being of women, girls, and other gender and sexual minorities.

In 2021 UNESCO and the IGDS launched a Caribbean Sheroes Initiative Resource document that both celebrated Gender Equality Champions and collated their wisdom, tools, and methods for advancing gender equality.

That knowledge is interwoven into this manual as inspiration and best practice.

What is the Training Manual for Youth-led Organizations on Gender Equality, Development and Advocacy?

The Training Manual for Youth-led Organizations on Gender Equality, Development and Advocacy is a five-session interactive mentorship and training curriculum.

The curriculum targets activists between the ages of 18 and 30 that are involved in Civil Society Organizations and/or youth-led organizations in the Caribbean. It builds key competencies to support and promote the United Nations Sustainable Development Goal 5 which is "Achieve Gender Equality and Empower All Women and Girls". Material in this curriculum is drawn from the UNESCO Caribbean Sheroes Toolkit for Civil Society Organizations, ongoing research in gender, and best practices used by leaders in advocacy.

The curriculum is designed with a focus on interactivity, applicability, and clear monitoring and evaluation of growth and learning. As such, modules contain appropriate assessment tasks, pedagogical support, and resource documents situated within a training schedule that builds from the first session to the last. Participants are provided with multiple opportunities to undertake mock advocacy work as well as guidance for building strong regional advocacy networks.

GOALS & OBJECTIVES

The Caribbean Sheroes Initiative seeks to highlight the work of individual women and women-led organizations who have advanced gender equality in the Caribbean.

The Goals and Objectives of the Training Manual for Youth-led Organizations on Gender Equality, Development and Advocacy are:

- To provide young advocates (aged 18-30) with basic knowledge about gender, gender mainstreaming, femininities and masculinities, and advocacy so they are grounded in both the scholarship and practicum of advocacy.

- To connect youth advocates so they can join forces to jointly address common challenges and share best practices.

- To equip youth advocates with the tools and skills that are necessary to develop and effectively implement an advocacy campaign.

- To create a space for youth advocates to define and develop advocacy campaigns that align with their interests and the needs of their communities.

MAINSTREAMING GENDER

· INTO ADVOCACY·

PRE-TRAINING ACTIVITY:
THIS IS ME WORKSHEET

TIME	30 Minutes
RESOURCES	• This Is Me Worksheet and Electronic Device. OR • This Is Me Worksheet (Printed Copy) and Pen/Pencil.
LEARNING OUTCOMES	**By the end of the session participants should be able to:** • Construct a timeline of their most formative and unexpected life experiences. • Evaluate which parts of their life's story will be useful for personal advocacy.

INSTRUCTIONS

Prior to the start of training, share the This Is Me worksheet in Appendix 1 with participants. Ask them to set aside about 30 minutes where they will not be disturbed to work on the sheet. If it helps, they can play music and create a relaxed atmosphere. The point of the exercise is for them to reflect on their life's experiences and to see how much they have accomplished and survived. Also, to understand the experiences and encounters that have shaped them and how those personal experiences can be used in advocacy.

Ask participants to bring their This is Me worksheets to Session 1.

• MODULE 5 •

SHOWTIME! SHARING YOUR ADVOCACY PLAN

TIME   3 Hours

RESOURCES
- Individual Advocacy Plan Development Sheet
- Crafting Your Advocacy Message

OBJECTIVES

Participants will:

- Select an issue of their choice linked to SDG 5
- Develop an individual advocacy plan
- Share their plan with the group in a 3 minute 'elevator pitch'
- Get feedback from facilitators and larger group

THE JAMAICA WOMEN'S POLITICAL CAUCUS ON ADVOCACY

"

There is an old saying "Many hands make light work", and in fighting for the rights of women this is true. We cannot be selfish with what we know and when we work together, we have a stronger platform for advocacy. Draw on the experiences of those who have walked the journey before you instead of always trying to reinvent the wheel. Make honesty and integrity your hallmark, and leave behind a legacy which is strong and blemish-free.

5.1 ELEVATOR PITCH

The Elevator Pitch in Advocacy

An elevator pitch is a short persuasive speech that sparks interest in you or your organization. It usually is about 20-30 seconds long (the length of an elevator ride). It has to be short, punchy, and make the person want to hear more. [*]

As an advocate the elevator pitch should answer the questions:

- What brings you to this work? (introduction)
- What is the problem?
- Who are you? What is your story?
- What is your solution?
- What are you asking for?
- How does this benefit me?

_____

[*] "Elevator Speech," Everyday Advocacy, May 8, 2013

Activity: Developing Your Elevator Pitch

INSTRUCTIONS: In this module participants will develop an elevator pitch for their advocacy campaign.

1. Look back at your individual advocacy plan.
2. Use the Crafting Your Advocacy Message Guide to develop your elevator pitch.
3. Share the pitch with the group and receive feedback.

RESOURCE: Crafting Your Advocacy Message.

Sharing Your Advocacy Plan

INSTRUCTIONS:

1. Ask participants to share the details of their advocacy plans using about 5 minutes each.
2. Prompt for areas where participants overlap or may wish to collaborate.
3. Encourage participants to offer feedback to each other.

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