Sexuality and Social Justice: A Toolkit

Strategies for making sexuality rights real

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4. Practical Tools

In this section you will find a range of practical tools to help guide and strengthen your work. Here you will find activites with learning objectives and clear instructions as well as resources and an interactive forum where you can post your tips.

If you have any comments or would like to contribute your own activity then please email us at spltoolkit@ids.ac.uk

Assessing and Managing Risk: A Guide for Activist Organisations

The following tools in the section draw on Protection International's Protection Manual for LGBTI Defenders. [1]

Learning Objectives

By the end of this activity participants will be able to:

1. Assess and understand the context in which you work.
2. Conduct a stakeholder analysis, through which you can identify the main organisations and stakeholders that might support or undermine the work you are doing.
3. Conduct a force-field analysis, through which you can develop strategies to enhance your work and reduce the risks you may identify.

This process will differ according to the specific context in which you are working. It is a guide that we hope will be useful, but it is not a definitive process.

Group Size/Type

5 – 7; organisation staff and service users

Materials

1. Plain white paper - the larger the better.
2. Pens. A range of colour pens to identify different kinds of stakeholders would be useful

Time

30 - 60 minutes for each stage of the process, depending on the availability of time.

Notes for the Facilitator

Suggestions for working with limited time

Each tool includes a set of questions or reflections for the group to use in their discussion.   The most important aspect of the tool is that it gives people in an organisation the chance to sit and really think about the environment they are working in, and to proactively identify ways to minimise risk and increase the strategic value of their work.

However, time to do this kind of thinking-work is often limited, and if an hour for each component of this exercise is too long, it might be possible to allocate 30 minutes to each.

Below is a suggestion for working to a 30/60 minute session:

- Introduction (5 minutes): Allocate 5 minutes at the beginning of each session to outline the main objectives (included in the introduction to each component).
- Group Discussion (20/40 minutes): Depending on the available time, allocate 20 - 40 minutes for the group to discuss the questions and to write down their reflections on the paper together.
- Feedback Session (5/15 minutes): To take these conversations forward, it is important to allocate time at the end of each session for feedback. Again, depending on time, allocate 5 - 15 minutes for the feedback session, and if possible, ask one person to record the main points from the discussion which can then be used for ongoing reflection in the organisation over time.

Suggestions for long-term engagement

- If you have worked on paper, put the paper up in the office in a place where people might collect to make tea, or talk, with some pens located near by, and encourage people to continue to add to the stakeholder map, or the force-field analysis, over time.
- This tool would be valuable for long-term reflection, and can also be integrated over time into team-meetings, for example. This would enable the members of your organisation to reflect on changes to the context in which you are working, and to build on these diagrams and conversations over time, and with a strategic focus."

Suggestions for working with multiple groups
- Smaller groups are ideal for this kind of work. If there are more than 5 - 7 people, then arrange people into multiple small groups. The groups can then work alongside each other and present their work to each other at the end of each session.
- Working with multiple groups will also enable a broader range of contributions, particularly from people who might not feel comfortable talking openly in larger groups.
- In the feedback session, the different groups or group members might present different responses to the questions. For example, one group might say 'yes' to the question, 'Is our working environment safe enough to do our work', and another group might answer 'no'. This difference can be usefully explored in a group discussion where people can explain the reasons for their different answers.

- Through this process, not only will the groups map the information that flows from each answer (on laws, stakeholders and allies), but the process could also identify some points that could be addressed within the organisation or in the way the organisation works with others, to support its members.
- Each component covers substantial ground, and while some people in the group may be familiar with the details explored in each phase of this tool, others might be less sure or less confident in articulating their understanding of risk, of stakeholders, or of how laws and policies affect their work.
- This resource [2], by Robert Chambers, provides some basic suggestions for ensuring that all people in the group feel comfortable with participating.

Suggestions for working with difference
- In the feedback session, the different groups or group members might present different responses to the questions. For example, one group might say 'yes' to the question, 'Is our working environment safe enough to do our work', and another group might answer 'no'. This difference can be usefully explored in a group discussion where people can explain the reasons for their different answers.
- Through this process, not only will the groups map the information that flows from each answer (on laws, stakeholders and allies), but the process could also identify some points that could be addressed within the organisation or in the way the organisation works with others, to support its members.

Working with large groups
- Each component covers substantial ground, and while some people in the group may be familiar with the details explored in each phase of this tool, others might be less sure or less confident in articulating their understanding of risk, of stakeholders, or of how laws and policies affect their work.
- This resource [2], by Robert Chambers, provides some basic suggestions for ensuring that all people in the group feel comfortable with participating.

1. Understanding Your Context: Key Questions

These are some questions that you can use in a group discussion to assess your work environment. Keep the questions solution-oriented and as practical as possible.

- Which are the most important issues at stake in our environment?
- Who are the actors with an interest in these issues?
- How might our work affect negatively or positively the interests of these actors?
- How are we going to react if we are targeted by any of these actors because of our work?
- Is our working environment safe enough to carry out our work?
- Has anyone carried out any similar activities in the past?
- How did local/national authorities respond to their work?
- How did the key stakeholders respond to previous or similar work on these issues?
- How did the media and the community respond in similar circumstances?

2. Identifying Key Actors: Stakeholder Mapping

Working with the information gathered through the discussion, this next step aims to identify the key actors that will support or block the work undertaken through your organization. This process, called stakeholder mapping, can then be used in the third step to visualize the best avenues you can take to pursue the goals of your organisation's work.

Why is a stakeholder analysis important?

It can enable us to understand:

- Who a stakeholder is and under what circumstances their "stake" counts.
- The relationships between stakeholders, their characteristics and interests.
- How these will be affected by the activities you employ through your work.

·   Each stakeholder's willingness to become involved in these activities and in supporting safety in your work environment.

It is important to recognize that stakeholders are not static actors, but that they relate to each other in complex and shifting ways. For example, considering a 'State Policy' as an actor may risk assuming that the state has a single position, or unified agenda, whereas working with particular government officials who are sympathetic to the goals of your organization might prove to be an important strategy in addressing a particular policy or law.

Who are the Key Stakeholders?

Protection International identifies three fields of stakeholders. You may well identify more.

1. Primary stakeholders. These are the people and institutions that have a personal interest in your own safety and the safety of those people with whom you work through your organization.

2. Duty-bearer stakeholders.These are the people and institutions that are responsible for protecting you and the people with whom you work. They could include:

- Government and state institutions (judges, legislators, ministers)
- International bodies with a mandate that includes protection (like some UN bodies, regional INGOs, peacekeeping forces)
- Actors that challenge other institutions and undermine your protection (like opposition armed actors in fragile states)

3. Key Stakeholders.These are the people and institutions that may have political influence or the capacity to put pressure on duty-bearer stakeholders who do not fulfill their responsibilities (such as governments, UN bodies, IRC). This could include

- UN bodies (other than mandated ones).
- The International Committee of the Red Cross (ICRC).
- Other governments and multilateral institutions (both as donors and policy-makers).
- Other armed actors.
- NGOs (either national or international).
- Clergy and Religious organisations
- Private corporations.
- The mass media.

Stakeholder Analysis

Once you have identified the key stakeholders:

1.   Place the list of stakeholders along the vertical and horizontal lines of the matrix (see example illustration below take from p.36 of Protection International's Protection Manual for LGBTI Defenders [1]).

	STATE SECURITY FORCES	ILLEGAL ARMED GROUPS	ORGANISED CRIME	TARGET COMMUNIT-IES	NATIONAL HUMAN RIGHS NGOs	RELIGIOUS ORGANISA-TIONS	POLITICAL PARTIES	UN HUMAN RIGHTS SYSTEM	INTER-NATIO-NAL NGO
STATE SECURITY FORCES	(stake-holder)								
ILLEGAL ARMED GROUPS		(stake-holder)						B	
ORGANISED CRIME			(stake-holder)						
TARGET COMMUNITIES				A (stake-holder)					
NATIONAL HUMAN RIGHS NGOS					(stake-holder)				
RELIGIOUS ORGANISATIONS						(stake-holder)			
POLITICAL PARTIES							(stake-holder)		
UN HUMAN RIGHTS SYSTEM								(stake-holder)	
INTERNATIONAL NGOs									(stake-holder)

Box "A"

FOR EACH STAKEHOLDER:
- aims and interests
- strategies
- legitimacy
- power

Box "B"

INTERRELATIONSHIP BETWEEN STAKEHOLDERS :

(interrelationship in relation to the protection issue and in relation to strategic issues for both stakeholders)

2.In a diagonal line through the table [eg BOX A], outline the key features of each individual stakeholder:

a. Aims and interests.

b. Key strategies for engagement. What are some of the ways that you could engage productively with this stakeholder to support you in your work

c. Level of legitimacy. How well aligned are your priorities with this stakeholder?

d. Power. Where does this stakeholder hold power? How might it influence the wellbeing of the communities you work with, negatively or positively?

3.In the remaining boxes in the grid, map any relationships between these various stakeholders:

a. What are the key characteristics that intersect between the stakeholders

b. How do these interrelationships support or undermine the safety of your work environment?

3 Visualise Your Context: A force field Analysis

Based on the identification and analysis of stakeholders from Step 1 and 2 above, this final step visualizes the information. This process, called a force field analysis, helps us to see the different forces that impact the work we are doing.

- ·It enables us to think about strategies we can adopt to reduce or eliminate the risk generated by stakeholders that block our work ('resisting forces').
- This can be achieved by working with the strategies, developed in step 2, to engage with the stakeholders who are aligned with the work we are doing ('supporting forces').

How do we do a force field analysis?

1. Using the example below, begin by drawing a horizontal arrow pointing to a box. Write a short summary of your objectives in this box. This will provide a focus for identifying supporting and resisting forces.
2. Draw another box above the central arrow. List all potential forces that could be preventing you from achieving your work objective here.
3. Draw a similar box, containing all potential supportive forces, underneath the arrow.
4. Draw a final box for forces whose direction is unknown or unsure

Chart 1: Force field analysis for assessing working environment
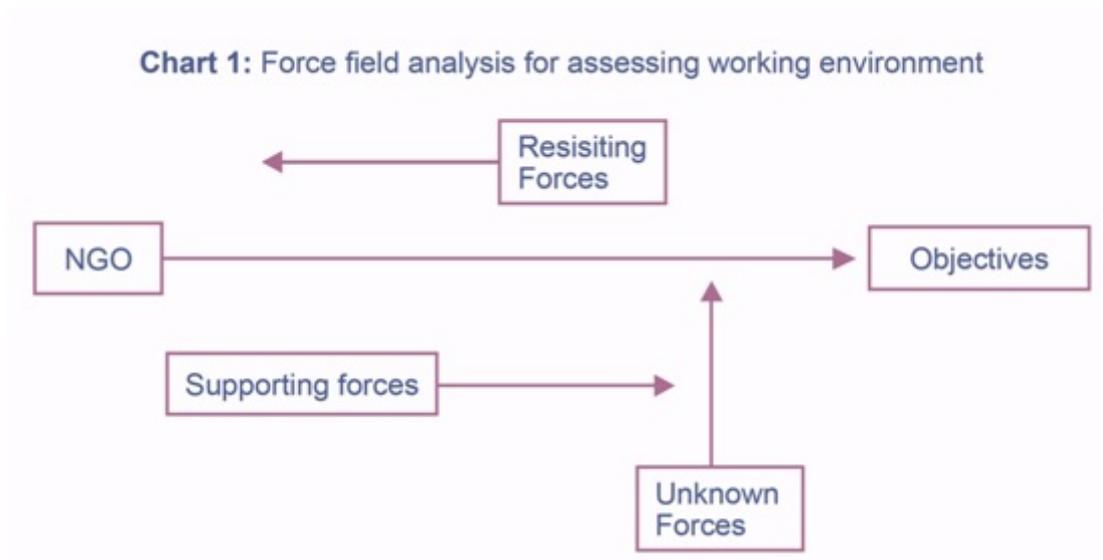
From p.32 of Protection International's Protection Manual for LGBTI Defenders [1]

What would this look like in practice?

Protection International's provide the following example:

You belong to an organisation that is working on promoting sexual health and SOGI rights. The organisation has recently opened new offices in a provincial city where traditional societal values are even more pronounced than in the Capital. Your work will involve outreach to local border town communities where the sex [5] industry is well developed. Any attempt in the past at organising sex workers on health issues has been received with hostility and suspicion.

Based on this example, a force field analysis could look like this example taken from p.32 of the Protection Manual for LGBTI Defenders [1]:
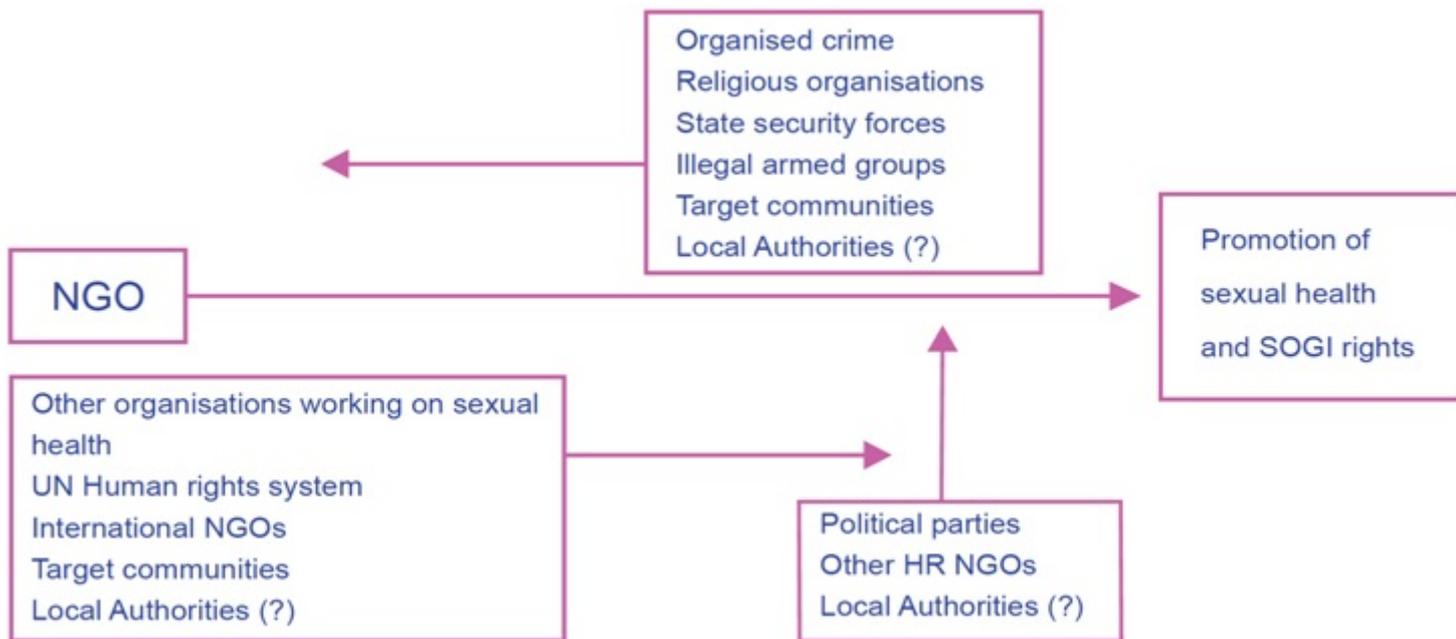
Your stakeholder maps and analysis may look very different to the examples provided in this section. This is to be expected; it's actually a sign of a productive conversation! The real benefit of these tools is to stimulate discussion and creative thinking.

Normal 0 false false false EN-GB X-NONE X-NONE /* Style Definitions */ table.MsoNormalTable {mso-style-name:"Table Normal"; mso-tstyle-rowband-size:0; mso-tstyle-colband-size:0; mso-style-noshow:yes; mso-style-priority:99; mso-style-qformat:yes; mso-style-parent:""; mso-padding-alt:0cm 5.4pt 0cm 5.4pt; mso-para-margin:0cm; mso-para-margin-bottom:.0001pt; mso-pagination:widow-orphan; font-size:12.0pt; font-family:"Cambria","serif"; mso-ascii-font-family:Cambria; mso-ascii-theme-font:minor-latin; mso-hansi-font-family:Cambria; mso-hansi-theme-font:minor-latin; mso-ansi-language:EN-US; mso-fareast-language:EN-US;}

Staying Safe

Staying safe – physically and emotionally – is one of the major challenges for those advancing the rights of people discriminated against on the basis of their sexuality. For many forms of activism, activists are required to make themselves and their organisations visible, whether through testimonies in court cases, public marches and pickets, or named petitions and affidavits. By making themselves visible they may also be exposing themselves, friends and family, to risk.

This section presents some practical activities to help you to stay safe.

1. Creating Digital Safe Spaces

In May 2013, two men in Algeria announced their marriage to one another on Facebook. People with access to their Facebook profile reported them to the police, and the men were arrested on accusations of accusations of "breaching public morality" and "incitement to debauchery". They were arrested, and sent to jail temporarily. Just as safety in public spaces, like streets and courts, pose risks for people who are discriminated against on the basis of their sexual orientation and gender identity, so too is it important to create safe space online.

What is digital security?

Digital security refers to ensuring the ability to use digital information and information systems without interference, disruption, unauthorised access or data collection. That is to say, having control over the storage, communication, use and access of our digital information. Sometimes, we may want to share information publicly in order to stay safe: for example, you may share your location with your friends and support network via text message or a social network if you find yourself being followed. Other times, we may want to keep information secret in order to stay safe: for example, we may encrypt our email conversations with our colleagues when organising a meeting, so that the location isn't discovered. Source: https://securityinabox.org/en/context/01/risk-assessment [7]

How to do a Digital Risk Assessment

Digital risk can mean many different kinds of things, from the collection of private information held in our email accounts that can be used to bully or blackmail us, to exposing our contacts or accessing sensitive files on our computers.

A digital risk assessment can help us identify:

- **Threats.** These might be environmental, legal, social or structural.
- For example, the loss of data due to a power outage is an example of environmental threat. Another example of a potential threat is a police raid to collect sensitive files that have been stored on an office computer in a country where such information can be used to implicate us in court.
- **Digital vulnerabilities.** These might be geographic, social, familial, economic and legal.
- For example, this might include the nature of the information we collect and store on digital devices, like email addresses and email correspondence, or sensitive files outlining legal strategies in a court case for example.
- **Digital capacities**. These are the strategies and resources that we can draw on to reduce our vulnerability and manage potential threat.
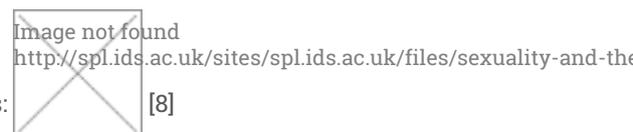
This matrix enables us to map out these different threats and vulnerabilities: [8]

This matrix is an example of a completed risk assessment:

Image not found
http://spl.ids.ac.uk/sites/spl.ids.ac.uk/files/sexuality-and-the-law-toolkit/4-practical-tools/staying-safe/staying_safe_2.jpg
[9]

Source: https://securityinabox.org/en/context/01/risk-assessment [7]

Security in a Box [10]: Tips and Resources for Creating Online Safe Spaces

1. Protect your computer from malware and hackers 2. Protect your information from physical threats 3. Create and maintain secure passwords 4. Protect the sensitive files on your computer 5. Recover from information loss 6. Destroy sensitive information 7. Keep your Internet communication private 8. Remain anonymous and bypass censorship on the Internet 9. Protect yourself and your data when using social networking sites 10. Use mobile phones as securely as possible

Resources

The following links provide more information on risk assessment and online security

Front Line Defenders: Workbook on Security for Human Rights Defenders (English [11] & Arabic [12])

Protection International: New Protection Manual for Human Rights Defenders [13], 3rd Edition

Protection International: Protection Manual for LGBTI Defenders [14]

Electronic Frontier Foundation: Risk Management as part of the Surveillance Self Defence project.

Front Line Defenders: Kvinna till Kvinna and Urgent Action Fund, Insiste, Resiste, Persiste, Existe - Women Human Rights Defenders Security Strategies [15]

2 Creating safe spaces through coalitions

> "Maybe David [Kato]'s death could not have been prevented by any explicit expansion of a LGBTI safe space in Uganda. But by making an explicit statement about support and extension of such a space, not only would LGBTI people live with much greater freedom, the perpetrators of hate and violence against them would also know that they do not enjoy … unequivocal support" - David Kuria Mbote, LGBT Activist, Kenya. February 2011

Coalition-building takes multiple forms and can include collective engagement towards a shared goal by a range of non-governmental organisations at a national level. We see this, for example, in the case of Uganda and the formation of the Civil Society Coalition on Human Rights & Constitutional Law (CSCHRCL) to provide a legal response to the Anti-Homosexuality Bill [link to Uganda Legal Case Study]. The Coalition has 50 members from different movements, including the women's rights movement, sex workers movement, the HIV movement and the refugee rights movement.

Coalition-building can also include transnational alliances between local, national and transnational NGOS, diplomatic missions and international donors. Mbote, an activist in Kenya, describes the value of and provides the following tips for transnational coalition building:

"Most LGBTI people … have long been forced to live with extreme forms of homophobia, and would naturally want to hide their sexual and gender identities. It would be very helpful for those supportive of them to be 'out' about their support".

1. Individuals and organisations must move beyond [condemning homophobic acts] by taking progressive stances in favour of the LGBTI people.
2. Individuals and organizations, especially those in the human rights movement, can begin by stating clearly that their own personal and organisational spaces are 'safe spaces' for LGBTI people.
3. Many international organisations with LGBTI-friendly policies in other parts of the world could start by extending the same policies to their African offices – and more importantly, by doing so explicitly [see the section on diplomacy for more information].

Source: http://www.theafricareport.com/Sports/kenyan-activist-calls-for-lgbt-safe-spaces.html [16]

Engaging with the UK Government

The UK lesbian, gay and bisexual charity Stonewall [17] have drawn up a guidance document for Lesbian, Gay, Bisexual and Transgender activists wishing to engage with the UK government in their own countries. Below you will find their Top Tips for effective engagement. For more detailed guidance please click here [18]

Stonewall Top Tips for engaging with the UK Department for International Development (DfID) and the Foreign and Commonwealth Office overseas.

1. Do your research carefully. Read the UK DfID and UK FCO web pages on your country. Read the UK FCO Human Rights Report and note any references it makes to your country.

2. Try to link what you want with the themes that the UK DfID or UK FCO work on in your country.

3. Provide factual evidence for your arguments. Use research, case studies and newspaper or other media reports.

4. Think about the purpose of the relationship. What do you want to get out of the meeting? Make sure you're asking for something realistic and specific.

5. Make sure you have key information about your organisation and LGB&T equality issues to hand. It is often good to have a short paper you can leave ith the officials you speak with

6. Be ready to have a conversation and build a relationship. Officials don't respond well to overt criticism or verbal attach so avoid being confrontational, however frustrated you might feel.

7. Before you leave try to establish what will happen next, even if it is just meeting again in a few months.

8. Make sure you are clear what the FCO is happy to have shared *outside* of the meeting and what needs to remain *confidential*. Let them know what you are happy to have shared more widely too.

9. It can be difficult to arrange a first meeting as the UK FCO and UK DfID officials are very busy so don't be put off if your request for a meeting is turned down first time. Keep trying.

10. Send an email to international@stonewall.org.uk to tell us how your contact with the UK Government is developing. We have links with the UK FCO and UK DfID in the UK and can let them know they're doing a good job or press them to do more.

Conducting Policy Audits: Opportunities and Challenges

This section summarises the opportunities and challenges identified in the consultation processes for the five policy audits commissioned by the Sexuality, Poverty and Law Programme in 2013. The audits were conducted by partner

organisations in Brazil, China, India, South Africa and the Philippines and each covered a different sexuality-related theme. Some of the audits focus on heteronormativity as a guiding concept in the audit process.

For more information on the audits, download our Sexuality and Poverty Synthesis Report [20].

What is a policy audit?

A policy 'audit' is a systematic review of a set of policies and policy processes and usually focuses on a particular theme or area of policy. Conducting a policy audit can help you to understand more about the content and scope of existing policies, how they got there, how they are being implemented and who the key players are. This is likely to include the following activities:

- A systematic review of existing policies in the area of policy that you are interested in
- An analysis of policy-making processes
- An analysis of how policies are being enforced

Why conduct a heteronormativity policy audit?

Heteronormativity is a term used to describe the assumption that men and women have fixed gender identities and that heterosexuality is the normal and natural union for sexual relationships and basis for the family. Undertaking policy audits using a heteronormativity 'lens' can give an insight into the extent to which assumptions about heterosexuality and the roles of men and women shape policy and the policy making process. This can be useful for understanding why certain people or groups are excluded from the benefits of social protection and poverty reduction strategies and whose rights are included and excluded in the national policy framework.

What should a policy audit look like?

There is no one format for a policy audit. This will depend on the audience and the purpose of the audit. For the heteronormativity policy audits, the following basic framework was agreed upon:

Section 1: Describe the context and the ways in which sexuality and gender norms are presented in the policy.

Section 2: Lay out the methodology you used and why you chose that approach, including any major problems you encountered and changes you made.

Section 3: Reflect on the actors, discourses, power and spaces, interrogating them through the questions above (LINK: Understanding policy processes)

Section 4: Illustrate your findings with case studies to bring the issues to life and to ensure that people affected by the policy are centrally involved in your analysis.

Section 5: Recommendations

How to conduct a policy audit: Methods

Policy audits can be carried out using a range of methods. The methods chosen will depend on the area of policy to be investigated, the data available and the expertise and experience in the research team. Listed below are examples of the methods used in the five heteronormativity policy audits, and the opportunities and challenges that were raised by the

teams involved.

Method	Details	Opportunities	Challenges
Discourse Analysis	Analysing written and verbal text to identify relations between discourses, power and context.	Brings a wide range of material, such as policy documents, meeting minutes, speeches and newspaper articles into consideration.	Can be very time-consuming. Requires familiarity with legal and policy language.
Content Analysis	Studying the content of written communication: 'Who says what, to whom, why, to what extent and with what effect?'	Can see how topics are talked about, different opinions on a topic, how debates take place etc without actually having to be at the events.	Can be very time consuming, especially where documents are not in electronic form. Policy documents may not contain the language you are looking for. Key word searches may miss key information. Can be too simplistic and has a high margin for error.
Participatory Action Research (PAR)	Seeks to understanding a particular issue/problem by changing it collaboratively and reflecting on that process of change.	Participatory methods can allow individuals conducting the audit to reflect upon their own beliefs and biases around sexuality. Very useful for activists and organisations as it can be built in to their existing work.	Time consuming. Can be difficult to gather people together and to keep them engaged through the different stages of the research. May be difficult to engage policy-makers in the process. Relies on knowledge and experience of the project and the process to be beneficial.
Interviews	Conversations in which an interviewer attempts to elicit information and personal opinion from another.	Can understand people's lived experiences and gain insights into how policies affect peoples' everyday lives. Can highlight differences between the assumptions of policy-makers and lived realities of those affected.	Families may be wary of 'outsiders', unfamiliar with the research context, anxious about sharing their opinions, not able to speak freely in front of others. May be difficult to get privacy for discussion.
Participant Observation	The researcher takes on the role of observer in a situation in which they are a participant, for example, in meetings or consultation processes.	Can see how policy-making processes or enforcement take place. Possible to witness dynamics and relationships between individuals, groups, organisations and institutions. Can use your 'insider' knowledge to interpret situations.	Access can be difficult: policy-making processes may be closed, badly advertised and certain groups may not be invited to attend. You may not have the right networks to be able to participate. Other participants may not be aware or not happy that you are observing the situation.

Quantitative Data analysis	The analysis of numeric data. This could be official data such as government statistics or the data collected by an organisation or group.	Useful for understanding how policy makers use statistics to form opinions. Helps to understand the prevalence or frequency of something, such as the number of meetings held, number of members present etc.	Analysis can be complex and often requires technical skills to be accurate. Data may not be accessible or may not be accurately collected.
Facilitated/Focus Group Discussions (FGDs)	Qualitative group discussions that produce insights or data through a more natural conversation style than 1-1, especially about group interactions.	Get a range of opinions and perspectives as well as an insight into how people interact with others.	Facilitated/Focus Group Discussions (FGDs) Qualitative group discussions that produce insights or data through a more natural conversation style than 1-1, especially about group interactions. Get a range of opinions and perspectives as well as an insight into how people interact with others. Even for those used to talking about sexuality can find it difficult to raise these issues in a public forum. Discussions can be dominated by certain individuals and some perspectives may not be heard.

Conducting the Audit: Questions to consider

Once you have decided on an approach and selected which set of policies you are going to audit, you might want to consider the following questions:

1. Who is the audience for this policy audit and what form should it take to make most impact?
2. Do those conducting the audit have a common understanding of the terms sexuality, gender and heteronormativity?
3. Who are the different actors who have influence in the policy process?
4. How are people being involved in the policy process?
5. What are the ways that different voices are included or excluded from the policy process?
6. How do people who break gender and sexual norms engage in the process? Are decision makers making spaces for them to engage? If not, why not?
7. What are the different forms of knowledge and types of evidence that feed into the policy process (scientific evidence, personal stories, meeting minutes, academic research etc)?
8. How do the policies define the family unit and how are gender relations conceptualised?
9. Whose interests are represented and reinforced by the policies?
10. Are there ways in which people engage with the policy process that are unexpected?

Challenges

Below are some of the challenges encountered by researchers conducing policy audits on sexuality issues. It might be useful to consider these learning points in your group or team as part of the audit planning process.

- Work on sexuality can be challenging because it is seen as a private issue and therefore can be seen as threatening or hard to discuss for certain individuals or groups. This might include individuals within your organisation.

- Whilst key word searches are helpful, terms change over time and may not bring the desired results.
- Be realistic about what is achievable. Identify the policies you want to investigate and the entry points you intend to use.
- Be clear about the difference between speaking 'on' and 'off' the record to interviewees and ensure they are clear about the aims of your research and have given written consent to be included. Make sure all of your staff are aware of the importance of confidentiality, what protecting anonymity means, and how you will protect your sources.
- Before proceeding, check how accessible the documentation that you are going to need is. Are government documents available online? Are legal documents and court proceedings available to the public? Are policy-making processes documented and the information freely available? This will guide what approach you take and could save you time.
- With your team, make an assessment of your personal contacts. Do you know anyone in the government who could help with accessing certain documents? Are there people connected to your organisation who might be willing to be interviewed 'off the record'? These 'insider' connections could be vital in getting you access to the information you need.
- Try to look for alternative stories, for those who can reveal different realities to the ones in the policy.
- Keep an eye on government websites and any announcements regarding the drafting of legislation. In most cases, government are obliged to notify citizens of impending legislation and provide spaces for them to give feedback. Monitoring government communication allows for the opportunity to get involved in policymaking processes and thereby gain insider access.
- Ensure that your analysis is inclusive of all individuals who are marginalised because they break sexual and gender norms, not just LGBTI individuals.

Further Reading:

Guide [21] to Participatory Action Research and other adaptive methods

Policy Audits

Charles, T. (2013). 'Marriage Above All Else': The Push for Heterosexual, Nuclear Families in the Making of South Africa's White Paper on Families [22]

Lim, A.M., Jordan, C.M. (2013). Policy Audit: Social Protection Policies and Urban Poor LBTs in the Philippines [23]

Mountain, I. (2014). A Critical Analysis of Public Policies on Education and LGBT Rights in Brazil [24]. Evidence Report No. 61. Brighton: IDS

Nirantar. (2014). Policy Audit: A heteronormativity audit of RMSA - a higher education programme in Indian schools [25]. Evidence Report No. 47. Brighton: IDS

Gathering Evidence

You will be very familiar with the experiences and challenges of your members and the individuals you work with and support. But can you demonstrate that knowledge to others?

Gathering reliable and valid evidence is crucial when working to realise sexual rights. Whether you are: delivering services; raising issues with policy makers or international donors; applying for funds; illustrating the work of your

organisation or project; building a legal case; or talking to the media, you will need to have evidence to support your case and demonstrate the value of your work.

But where individuals are fearful of revealing their sexual orientation or behaviour, gathering evidence can be challenging. Sometimes just asking a question in a different way, in a different context, or by a different person, can make all the difference.

To help you to overcome some of the challenges, we have set up an **interactive forum** for individuals to share their experiences of gathering evidence, and to offer advice.

If you have found a way to ask questions or to explore issues and experiences in a way that reflects the lives of the people you work with, while being sympathetic to their concerns, then we want to hear from you.

Please send your experiences and ideas to spltoolkit@ids.ac.uk and we will feature them here.

Top Tips for evidence gathering

Web of Poverty

Activity

While the links between sexuality and poverty might be evident to you in your work, it can be difficult to prove this to others. This group activity is one way to think through and demonstrate the complex links between poverty and sexuality and can be used to support strategic planning and resource allocation activities.

Learning Objectives

By the end of this activity participants will be able to:

- Identify the different types of disadvantage experienced by clients/service users
- Explain how and why the different types of disadvantage are linked
- Identify strengths and weakenesses in the organisations current allocation of resources.

Group Size/Type: 3+, service users and/or organisation members

Materials: Paper and pens

Time: 1-3 hours

Notes for the Facilitator: This exercise is designed to draw on the knowledge and experience of the participants. It is a good opportunity for discussion and participants should be encouraged to share their experiences but also to consider how their knowledge can be used to stregnthen the work of the organisation.
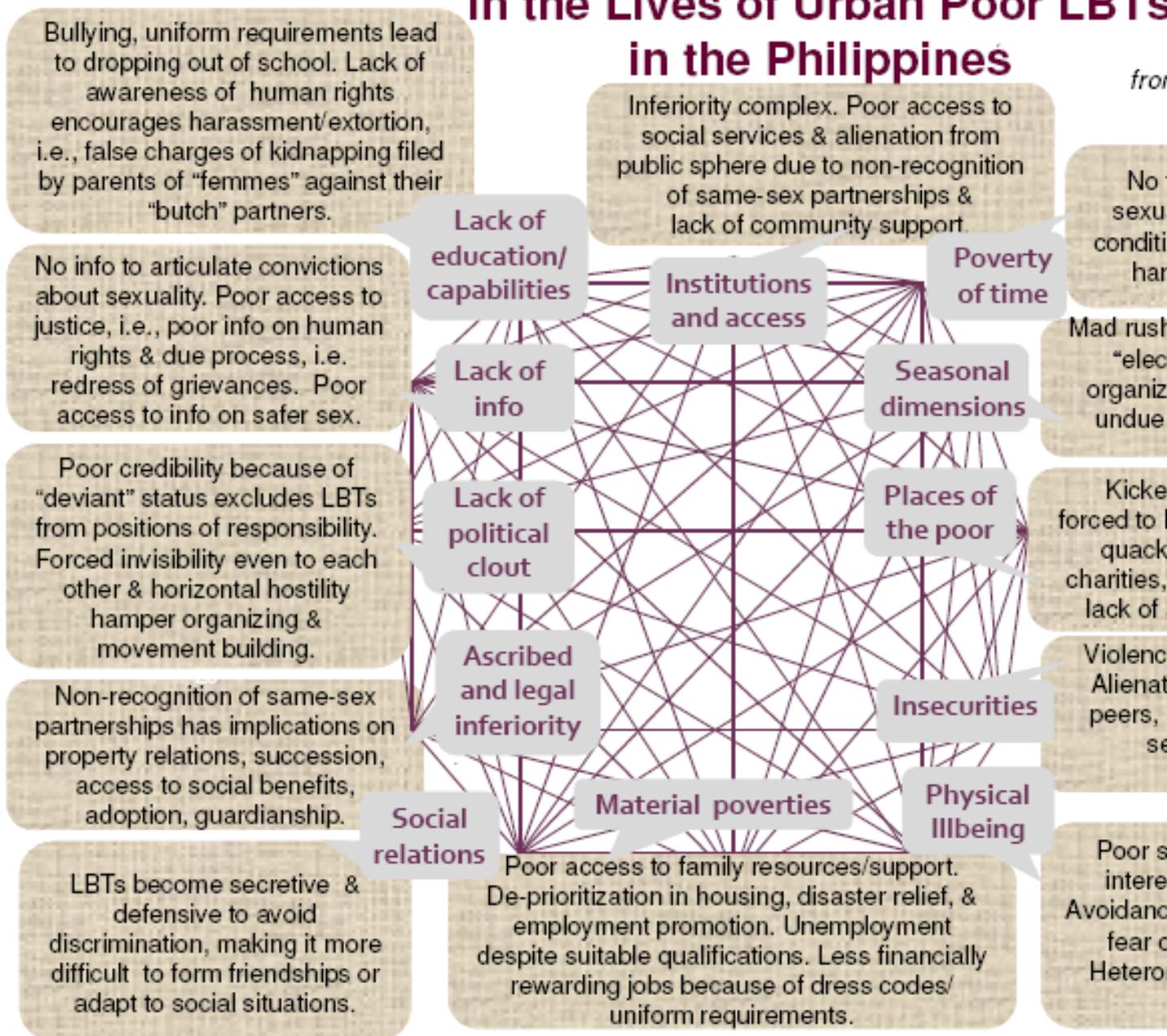
The Web of Poverty

Background

In his research on participatory approaches to development, Robert Chambers found that poverty was experienced not only in terms of material disadvantage, but also in terms of other interrelated factors such as exclusion, ill-being, and restrictions on capacities and freedoms. Chambers described the multidimensional and interrelated aspects of poverty in terms of a 'Web of Poverty's Disadvantages'. Chamber's Web of Poverty has been adapted by Jolly (2006) and Oosterhoff, Waldman and Olerenshaw (2014) as a tool to illustrate the different ways that sexuality and poverty are linked. Chambers' model has also been adapted by scholars looking specifically at transgender people in Peru (Campuzano, 2009), and sex workers in Uganda (Leiper, 2009).

Chambers' Web of Poverty can be used quite practically with the people you work with to separate out and see more clearly the dimensions of disadvantage that affect their wellbeing and access to basic services and resources. Here is an example produced by GALANG as part of their work with urban lesbian, bisexual and transgender women in the Philippines.

Web of Poverty's Disadvantages in the Lives of Urban Poor LBTs in the Philippines

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Bullying, uniform requirements lead to dropping out of school. Lack of awareness of human rights encourages harassment/extortion, i.e., false charges of kidnapping filed by parents of "femmes" against their "butch" partners.

No info to articulate convictions about sexuality. Poor access to justice, i.e., poor info on human rights & due process, i.e. redress of grievances. Poor access to info on safer sex.

Poor credibility because of "deviant" status excludes LBTs from positions of responsibility. Forced invisibility even to each other & horizontal hostility hamper organizing & movement building.

Non-recognition of same-sex partnerships has implications on property relations, succession, access to social benefits, adoption, guardianship.

LBTs become secretive & defensive to avoid discrimination, making it more difficult to form friendships or adapt to social situations.

Inferiority complex. Poor access to social services & alienation from public sphere due to non-recognition of same-sex partnerships & lack of community support.

Poor access to family resources/support. De-prioritization in housing, disaster relief, & employment promotion. Unemployment despite suitable qualifications. Less financially rewarding jobs because of dress codes/ uniform requirements.

- Lack of education/ capabilities
- Institutions and access
- Poverty of time
- Lack of info
- Seasonal dimensions
- Lack of political clout
- Places of the poor
- Ascribed and legal inferiority
- Insecurities
- Social relations
- Material poverties
- Physical Illbeing

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Activity

Based on Chamber's work, twelve areas of disadvantage have been identified to illustrate how poverty and sexuality are linked. These are:

- Institutions and access
- Poverty of time
- Seasonal dimensions
- Places of the poor
- Insecurity
- Physical illbeing
- Material poverties
- Social relations
- Ascribed and legal inferiority
- Lack of political clout
- Lack of information
- Lack of education/capabilities

In your group:

1. **Write** each of the areas on a separate piece of paper leaving plenty of room for notes. Spread these out in a circle on a table or on the floor

1. **Reflect** on each area in turn and decide whether this area of disadvantage applies to the people you work with, and if so, how. Record the suggestions on the appropriate piece of paper. If there is an area that does not apply, you can discard it. Equally, if you find that there is an area missing, you can create a new title page. This is an opportunity for discussion and this part of the task can go on for as long as you want or until all of the title pages are complete.

1. **Explore** connections across the web by focusing on each area of disadvantage and seeing how it links with other areas. For example, if your members experience poverty of time, how does this link to their employment opportunities or social relations? How does it impact on their opportunity to engage in political activity or other forms of community activity?

Once you have identified the key areas of disadvantage and agreed on how they are linked, you might want to focus on some of the following questions:

- How do the areas identified relate to the priority areas in your work at the moment?
- Are there places you should be targeting resources?
- Are there any aspects of the exercise that surprised you?
- How can you use this evidence in your work?

Further reading:

Jolly, S. (2010). Poverty and Sexuality: What are the connections? An overview of the literature. [27] Sida

Oosterhoff, P., L. Waldman, & D. Olerenshaw. (2014 - forthcoming). Literature Review on Sexuality and Poverty. Britain: IDS

Campuzano, G. (2008). Building Identity While Managing Disadvantage:Peruvian Transgender Issues. [28] IDS Working Paper 310. Britain: IDS

Source URL: http://spl.ids.ac.uk/sexuality-and-social-justice-toolkit/4-practical-tools

Links

[1] http://protectioninternational.org/wp-content/uploads/2012/04/LGBTI_PMD_2nd_Ed_English.pdf

[2] http://community.eldis.org/?233@@.598f9f60!enclosure=.598f9f5d&ad=1

[3] http://spl.ids.ac.uk/file/stakeholer2jpg

[4] http://spl.ids.ac.uk/file/s3ajpg-0

[5] http://spl.ids.ac.uk/sexuality-and-social-justice-toolkit/about-toolkit/glossary#Sex

[6] http://spl.ids.ac.uk/file/s3bjpg

[7] https://securityinabox.org/en/context/01/risk-assessment

[8] http://spl.ids.ac.uk/../_detail/sexuality-and-the-law-toolkit/4-practical-tools/staying-safe/staying_safe_1.jpg/sexuality-and-the-law-toolkit_4-practical-tools_staying-safe_staying-safe-online.html

[9] http://spl.ids.ac.uk/../_detail/sexuality-and-the-law-toolkit/4-practical-tools/staying-safe/staying_safe_2.jpg/sexuality-and-the-law-toolkit_4-practical-tools_staying-safe_staying-safe-online.html

[10] https://securityinabox.org/en

[11] http://www.frontlinedefenders.org/files/workbook_eng.pdf

[12] http://www.frontlinedefenders.org/files/workbook_ar.pdf

[13] http://protectioninternational.org/publication/new-protection-manual-for-human-rights-defenders-3rd-edition/

[14] http://protectioninternational.org/publication/protection-manual-for-lgbti-defenders-2nd-edition/

[15] http://www.frontlinedefenders.org/files/en/Insiste%20Resiste%20Persiste%20Existe.pdf

[16] http://www.theafricareport.com/Sports/kenyan-activist-calls-for-lgbt-safe-spaces.html

[17] http://www.stonewall.org.uk/

[18] http://www.stonewall.org.uk/documents/engaging_with_the_uk_government.pdf

[19] http://spl.ids.ac.uk/file/stonewalljpg

[20] http://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/3525/ER53.pdf;jsessionid=8D87BFAFBAC058D2F0930D56FCCECD6

[21] http://www.iisd.org/casl/caslguide/par.htm

[22] http://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/3197/ER41%20Final%20Online.pdf;jsessionid=10D3908BBB9FE47B0

[23] http://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/2892/ER21%20Final%20Onlinev2.pdf?sequence=6

[24] http://opendocs.ids.ac.uk/opendocs/bitstream/handle/123456789/3614/ER61%20A%20Critical%20Analysis%20of%20Public%20Policie

[25] http://www.ids.ac.uk/publication/policy-audit-a-heteronormativity-audit-of-rmsa-a-higher-education-programme-in-indian-schools

[26] http://spl.ids.ac.uk/file/webofpovertygalangpng-1

[27] http://www.sxpolitics.org/wp-content/uploads/2011/05/sida-study-of-poverty-and-sexuality1.pdf

[28] http://www.ids.ac.uk/files/Wp310.pdf