

Working with **LGBTI** Persons in the Humanitarian Context

LOCATION, DATES



UNHCR

United Nations High Commissioner for Refugees
Haut Commissariat des Nations Unies pour les réfugiés



International Organization for Migration (IOM)

Introductions

- Name
- Position
- Prior training on LGBTI issues or work with LGBTI people (or “persons of diverse sex, sexual orientation or gender identity”)
- Challenges within your environment

Training Objectives

Assist staff members in facilitating **effective and respectful interviews and other interactions** with LGBTI people, and in eliciting relevant information in an effective way that preserves dignity and humanity, by:

- **Encouraging** the use of correct terminology in English per international guidelines.
- Identifying **appropriate and sensitive interviewing techniques** and lines of questioning.

Training Objectives

- Discussing the **unique protection challenges and vulnerabilities** LGBTI people face.
- **Reviewing potential scenarios** specific to persons of concern in various host countries.
- Identifying **problematic assumptions** that may impact the provision of effective assistance.
- Ensuring that **RSD and resettlement staff** have the necessary knowledge and skills to assess the protection needs of LGBTI people in accordance with international standards.

Training Outcomes

The anticipated **long term outcomes** of the training are:

**IOM and
partner
offices** are
rendered
LGBTI safe
and
welcoming.

Training Outcomes

The anticipated **long term impacts** of the training are:

IOM and partner offices are rendered **LGBTI safe** and welcoming.

Participants are aware of the rationale and **responsibility to protect** LGBTI people fleeing persecution on the basis of their diverse sex, sexual orientation or gender identity.

Training Outcomes

The anticipated **long term impacts** of the training are:

IOM and partner offices are rendered **LGBTI safe** and welcoming.

Participants are aware of the rationale and **responsibility to protect** LGBTI people fleeing persecution on the basis of their diverse sex, sexual orientation or gender identity.

Participants are **sensitized to the specific issues** related to the protection needs of LGBTI people and are able to identify and address them in partnership with LGBTI people.

Training Outcomes

The anticipated **long term impacts** of the training are:

IOM and partner offices are rendered **LGBTI safe** and welcoming.

Participants are aware of the rationale and **responsibility to protect** LGBTI people fleeing persecution on the basis of their diverse sex, sexual orientation or gender identity.

Participants are **sensitized to the specific issues** related to the protection needs of LGBTI people and are able to identify and address them in partnership with people.

RSD adjudicators **further develop their capacity** to identify and assess LGBTI claims in accordance with IOM's policies and guidelines, as well as other applicable international standards.

Training Environment

1

Safe space

**Forum for questions
and discussion**

**Supporting one
another's viewpoints,
ideas and backgrounds**

**Reconciling personal,
cultural, religious and
societal beliefs with
professional obligations**

Training Environment

1

Safe space

**Supporting one
another's viewpoints,
ideas and backgrounds**

2

**Forum for questions
and discussion**

**Reconciling personal,
cultural, religious and
societal beliefs with
professional obligations**

Training Environment

1

Safe space

2

Forum for questions
and discussion

3

Supporting one
another's viewpoints,
ideas and backgrounds

Reconciling personal,
cultural, religious and
societal beliefs with
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Training Environment

1

Safe space

2

Forum for questions
and discussion

3

Supporting one
another's viewpoints,
ideas and backgrounds

4

Reconciling personal,
cultural, religious and
societal beliefs with
professional obligations

Our Core Obligations

- 1 Maintain humanity, dignity and respect – through your actions and reactions.
- 2 Listen openly, without demonstrating discomfort, prejudice or judgment.
- 3 Accurately record the individual's statements, questions and concerns.

Our Core Obligations

- 4 Assist when and where possible, following internal SOPs for recommendations and action.
- 5 Remember LGBTI people have specific needs that may not be addressed through assistance to other vulnerable people or groups.

Training Basics

Agenda Review

The difference between **gender identity** & **sexual orientation** is the difference between **who you are** & **whom you love**.

module 01
foundation topics

1

terminology

Objectives

- Learn **common words and phrases** used by the **international community** to discuss sex, sexual orientation and gender identity.
- Learn words we **should avoid** when speaking about or with LGBTI people.
- Ensure we have **common understandings** of terminology.

A Note on Language

Persons of Diverse Sex, Sexual Orientation and Gender Identity (SSOGI) & “LGBTI”

Exercise

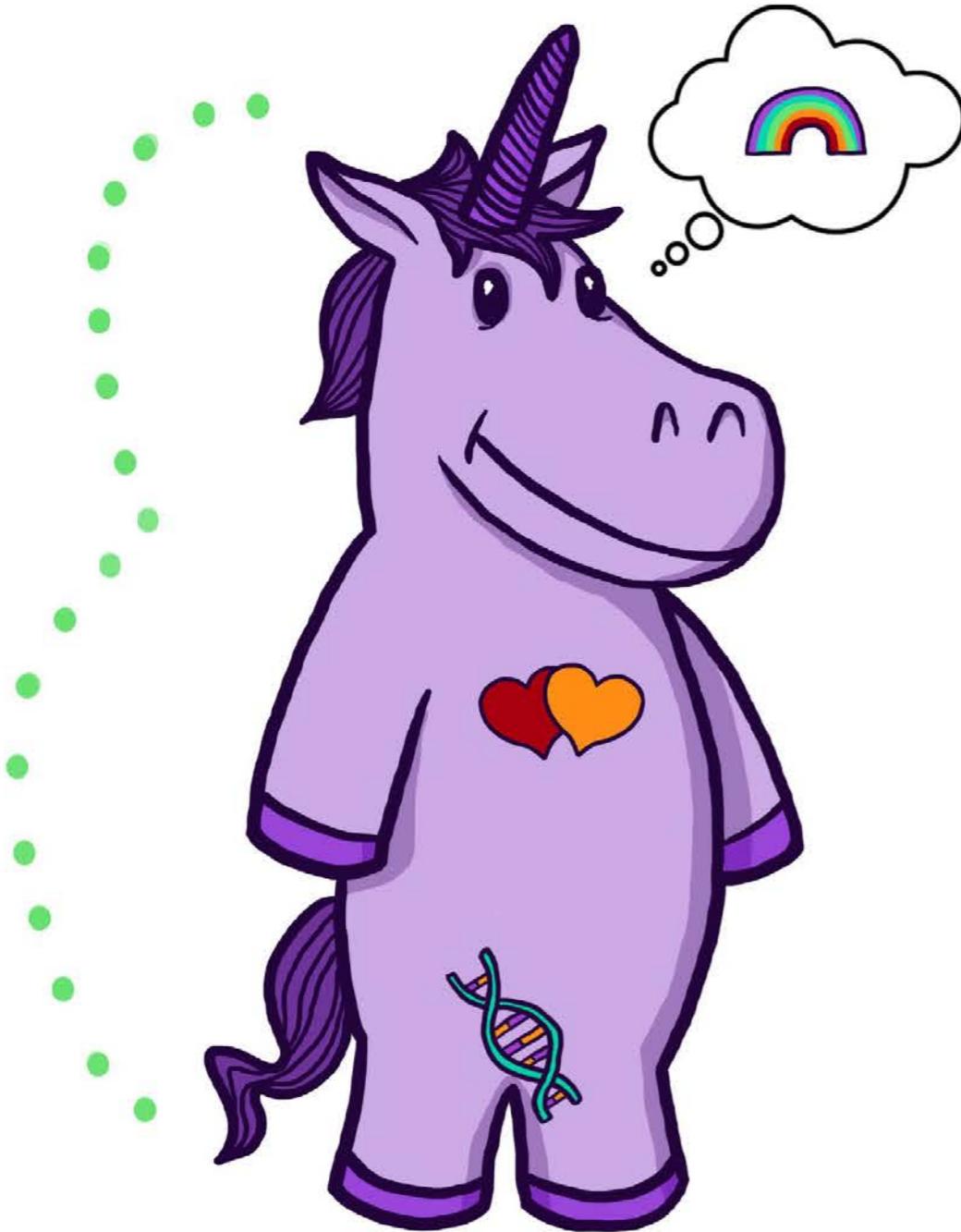
Terminology Board Game

Bonus Exercises, Workbook page 2

Guidance, Workbook page 4

The Gender Unicorn

Graphic by:
TSER
Trans Student Equality Resources



Gender Identity

-  Female/Woman/Girl
-  Male/Man/Boy
-  Other Gender(s)

Gender Expression/Presentation

-  Feminine
-  Masculine
-  Other

Sex Assigned at Birth

-  Female
-  Male
-  Other/Intersex

Sexually Attracted To

-  Women
-  Men
-  Other Gender(s)

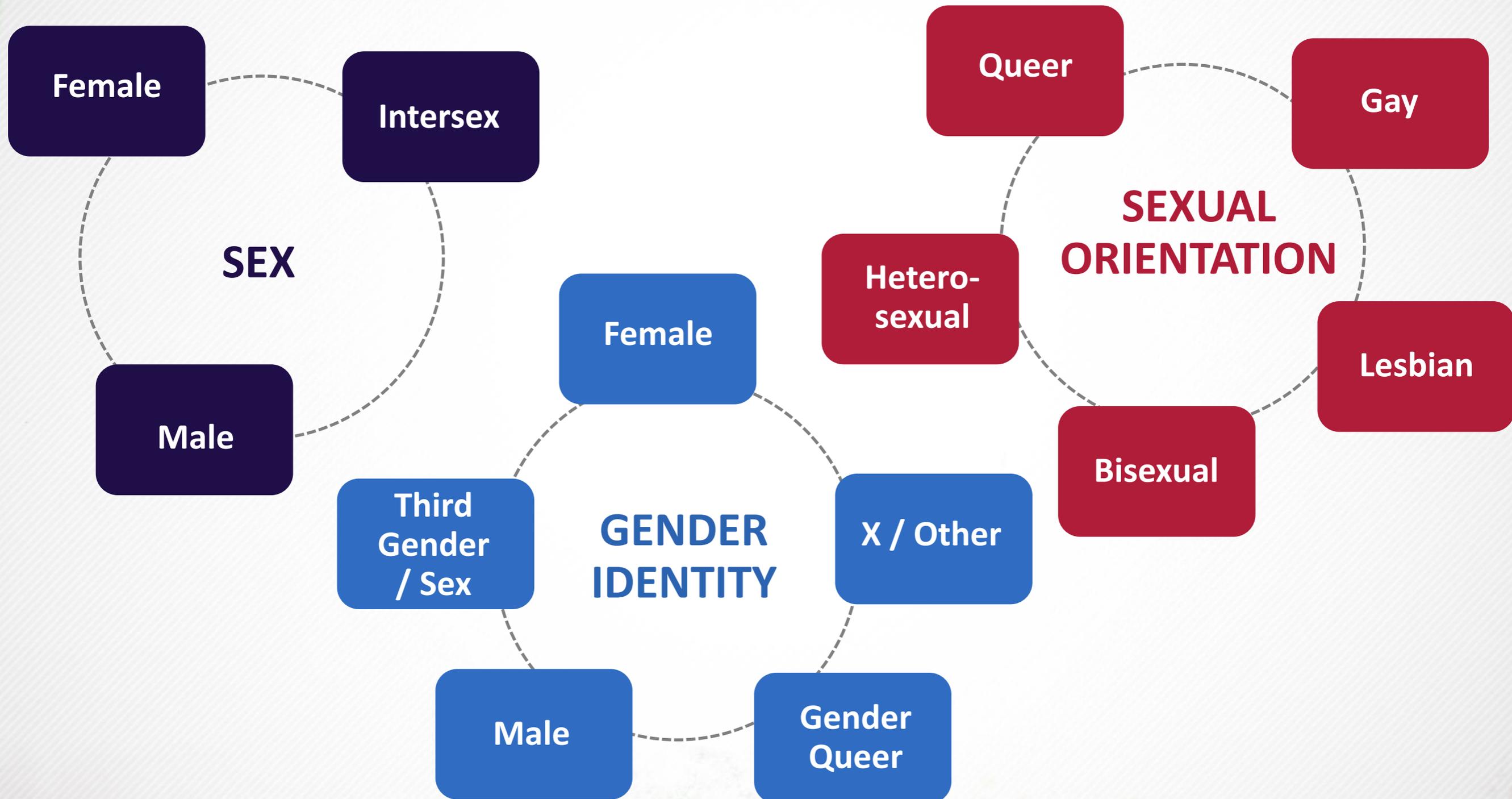
Romantically/Emotionally Attracted To

-  Women
-  Men
-  Other Gender(s)

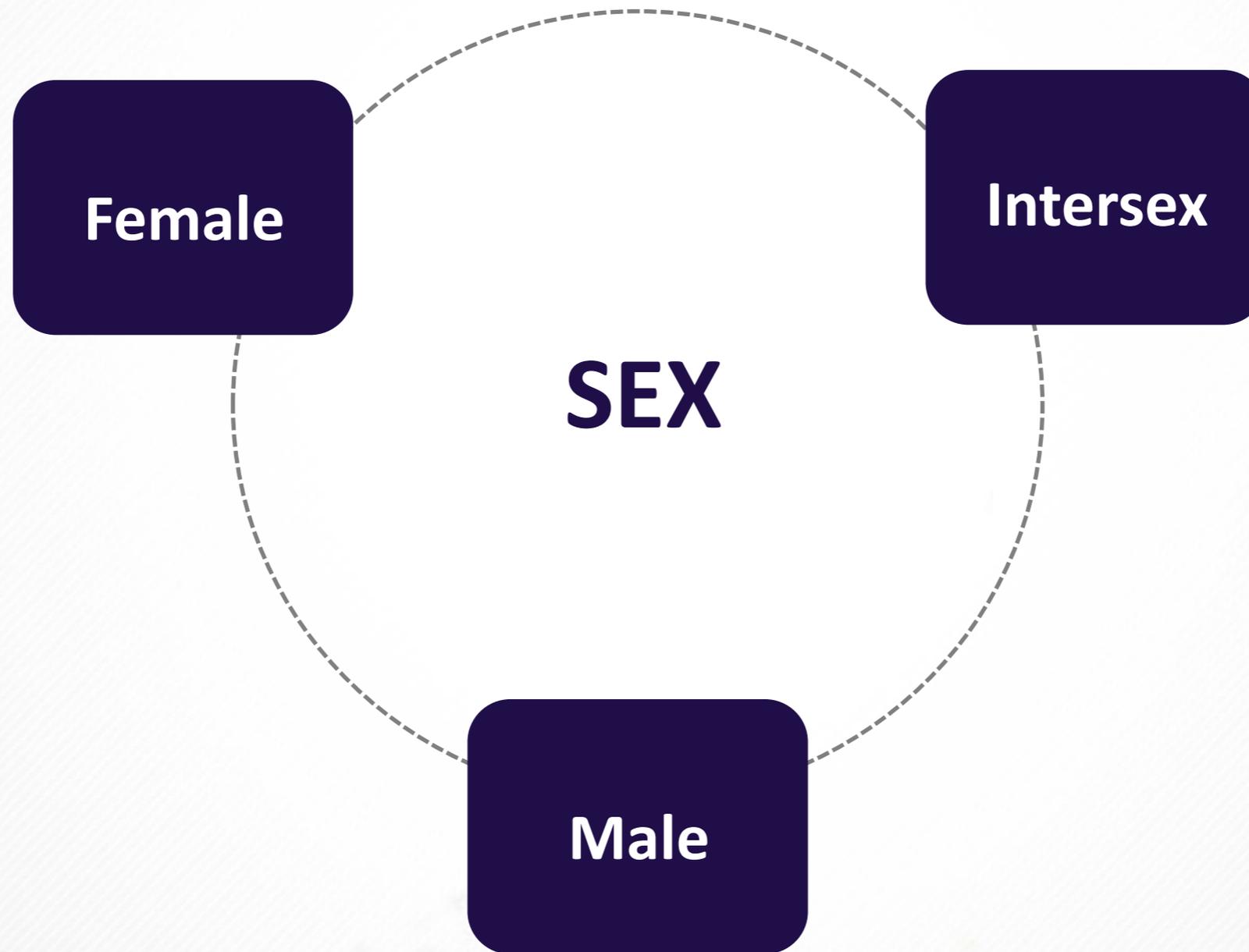
To learn more go to:
www.transstudent.org/gender

Design by Landyn Pan

The SSOGI Spectrums

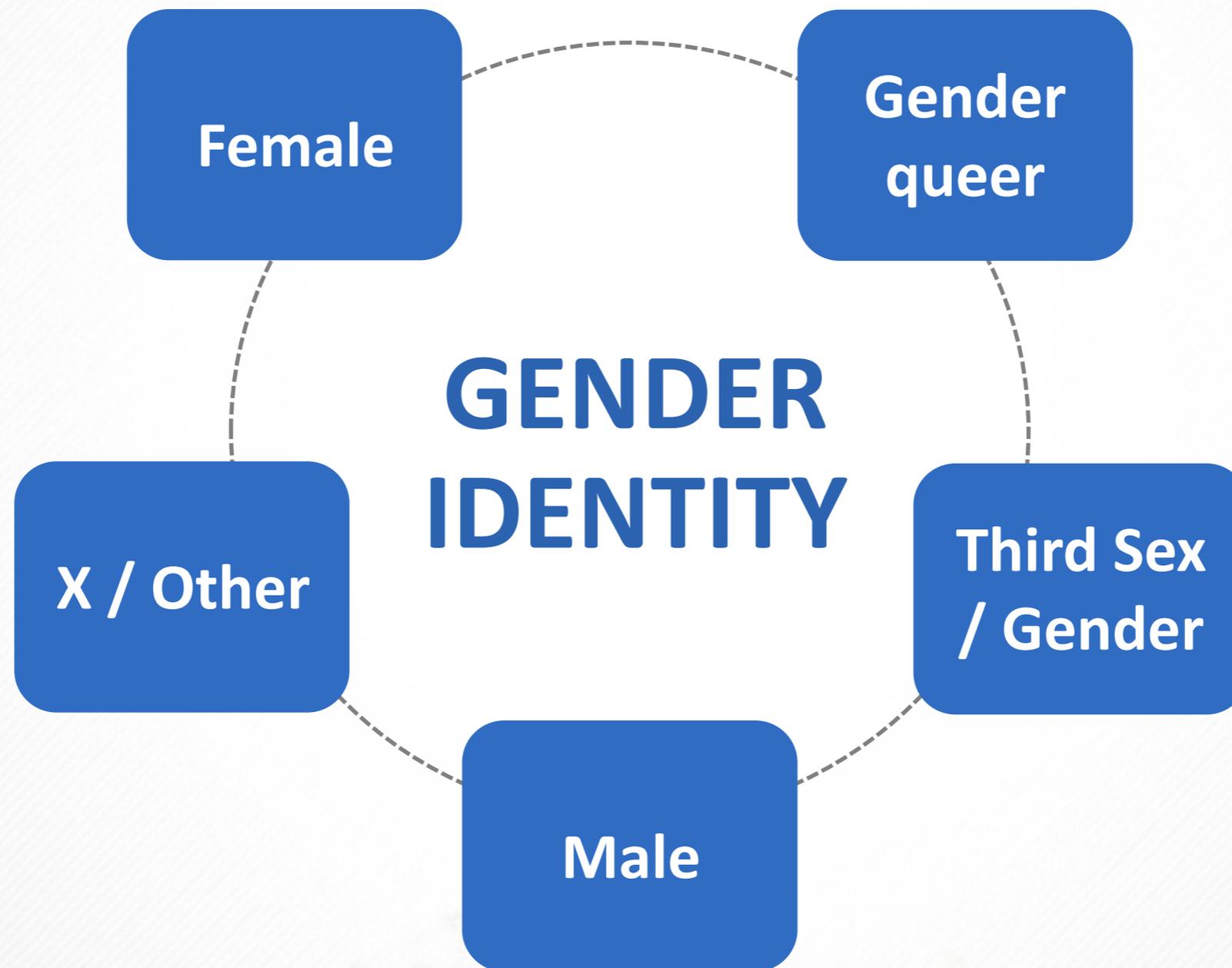


The SSOGI Spectrums “LGBTI”

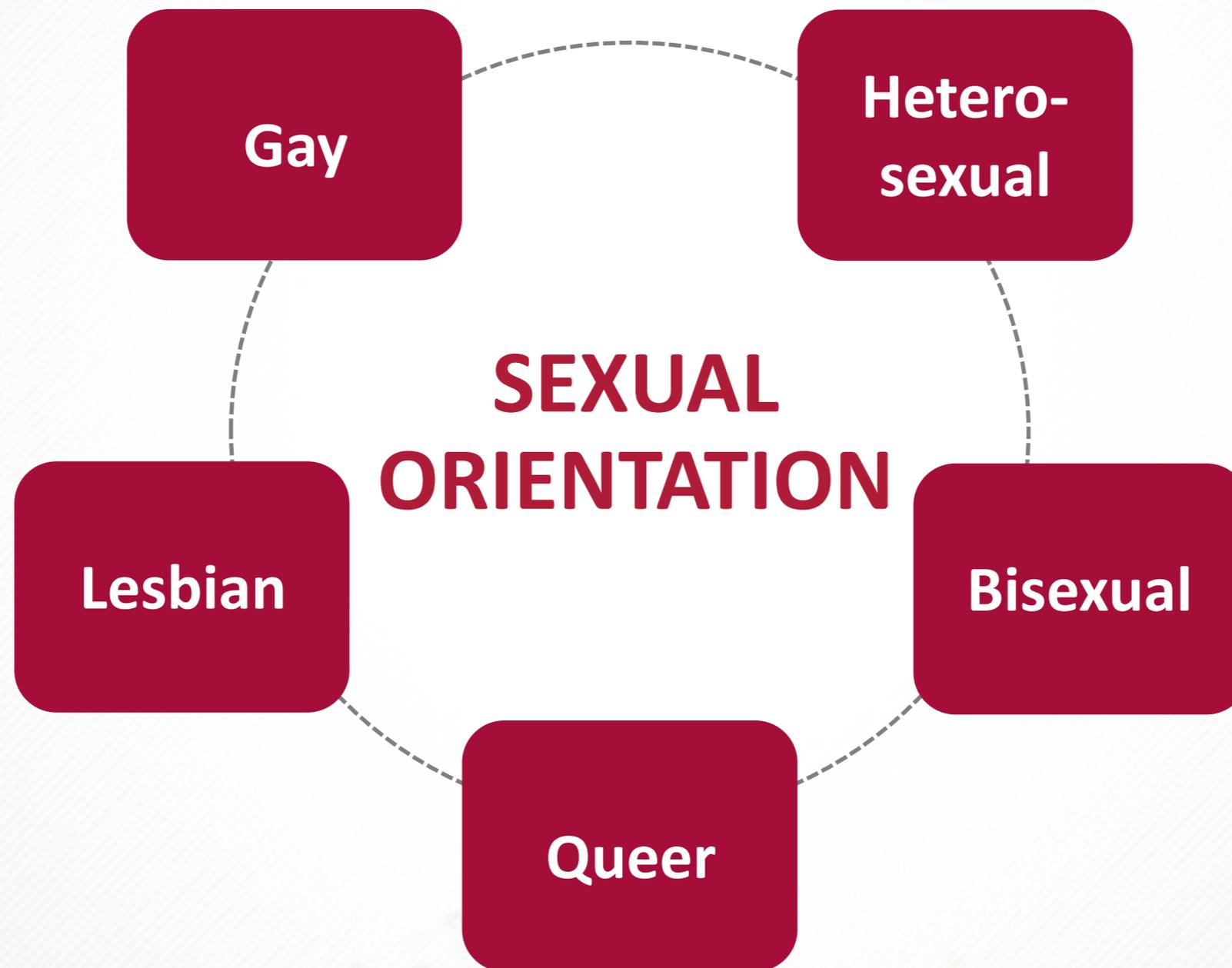


The SSOGI Spectrums

“LGBTI”

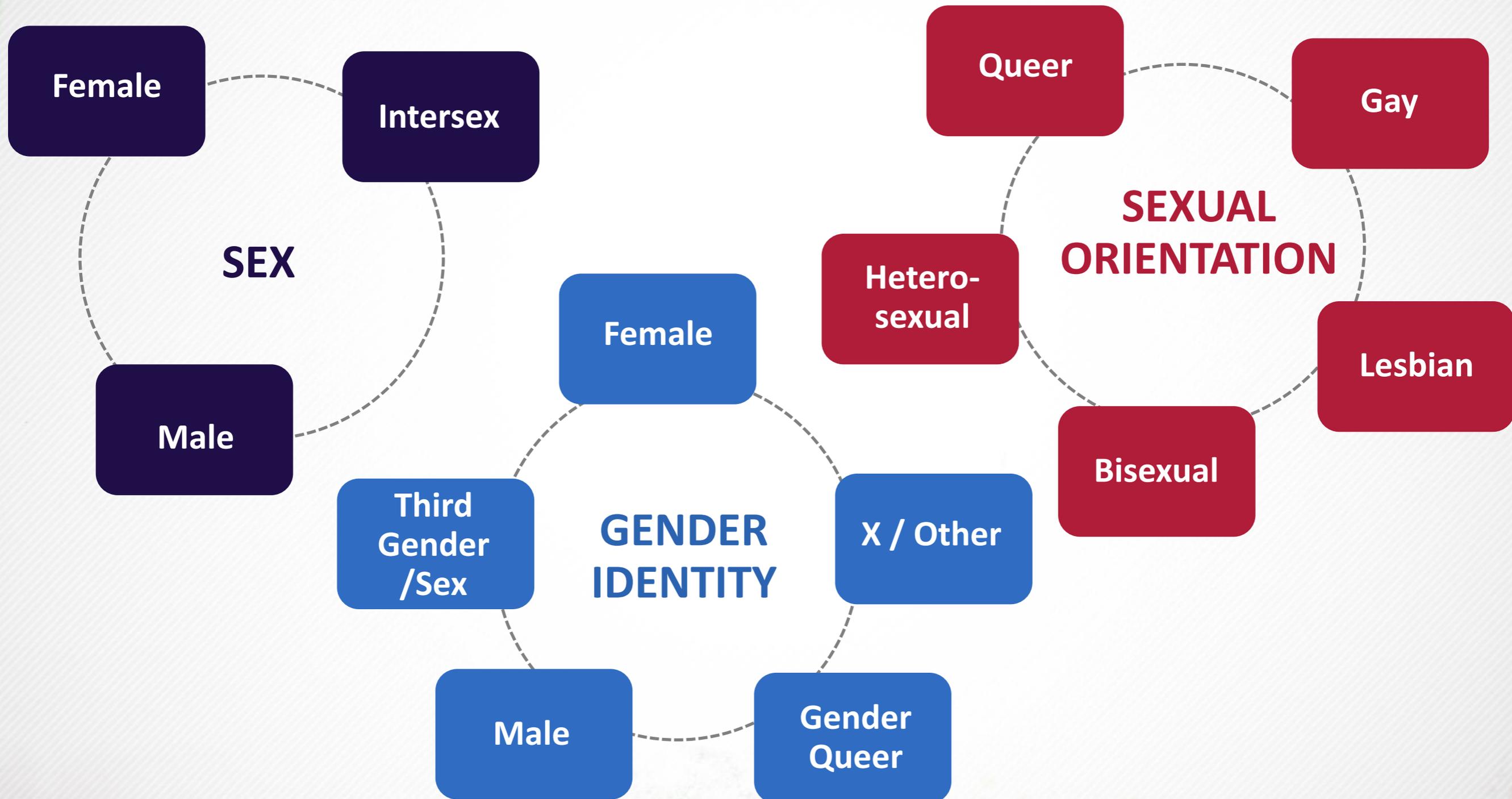


The SSOGI Spectrums “LGBTI”



The SSOGI Spectrums

LGBTI / Persons of diverse SSOGIs



Terminology to Avoid

Not normal, abnormal or unnatural

Way of life, lifestyle, agenda or choice

Problem or condition

She-man/male, ladyboy, he-she or tranny

Hermaphrodite, Homo, fag, faggot or dyke

Group Discussion

Other Terminology

Video

Getting Out

The Refugee Law Project, in collaboration with the Ugandan Civil Society Coalition on Human Rights & Constitutional Law (Excerpts, 20:00)

key learning points

Key Learning Points



Sexual Orientation

Each person's enduring capacity for profound romantic, emotional and/or physical feelings for, or attraction to, person(s) of a particular sex or gender. It encompasses hetero-, homo- and bisexuality and other expressions of sexual orientation.

Key Learning Points



Lesbian

A woman whose enduring romantic, emotional and/or physical attraction is to other women.

Key Learning Points



Gay

An adjective generally used to describe a man whose enduring romantic, emotional and/or physical attraction is to other men, although the term can also be used to describe women.

Key Learning Points



Bisexual

An adjective that describes people who have the capacity for romantic, emotional and/or physical attraction to person(s) of the same sex or gender as well to person(s) of a different sex or gender.

Key Learning Points



Gender Identity

Refers to each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned at birth or the gender attributed to them by society.

Gender identity includes the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and mannerisms.

Key Learning Points



Transgender

Umbrella term used by people whose gender identity and, in some cases, gender expression, differs from what is typically associated with the sex they were assigned at birth, including those whose assigned sex is different from their gender identity and people whose gender identity is neither male nor female as traditionally defined.

“Transgender” is preferred over “transsexual,” as it encompasses transsexual and other diverse gender identities.

Key Learning Points



Sex

The classification of a person as female, male or intersex. Infants are usually assigned a sex at birth based on the appearance of their external anatomy. A person's sex is a combination of bodily characteristics, including their chromosomes (typically XY chromosome = male, XX chromosome = female), their reproductive organs and their secondary sex characteristics.

Key Learning Points



Intersex

A person with bodily variations in relation to culturally established standards of maleness and femaleness, including variations at the level of chromosomes, genitalia or secondary sex characteristics. This is sometimes termed “differences in sex development.”

“Intersex” is preferred over the outdated term “hermaphrodite.”

Intersex persons are likely to be assigned a sex of male or female at birth. They may grow to identify with the gender corresponding to the sex they were assigned at birth or with a different gender.

Key Learning Points



Persons of Diverse Sex, Sexual Orientation and Gender Identity

Umbrella term for all people whose sex, sexual orientation or gender identity places them outside the mainstream, and people whose gender identity does not match the sex they were assigned at birth.

Key Learning Points



L Lesbian

G Gay

B Bisexual

T Transgender

I Intersex

Q Queer/Questioning

A Asexual/Ally

S Sex

S Sexual

O Orientation

G Gender

I Identity

Key Learning Points



- Sex, sexual orientation and gender identity are **separate characteristics**.
- An **intersex person** may identify with any sexual orientation or gender identity.
- You cannot know someone is LGBTI based on **appearance**. To know someone is LGBTI, they have to tell you.
- How people **self-identify** will depend to a large extent on their culturally determined understandings of SSOGI.
- In the West, people **may or may not self-identify** as LGBTI. Elsewhere, people may self-identify using **different terms**.

2

global overview

Objectives

- **Understand** the issues LGBTI people face in a variety of countries around the world.
- Identify the **actors who discriminate** against and **persecute** LGBTI people.
- **Contextualize** this population within the persons of concern we serve.

Video

Homophobia: Punish Hatred and Violence, not Love + **A History of LGBTI Rights at the UN** *OHCHR (5:00)*

Exercise

Global Overview Quiz

Workbook page 8

Bonus Quiz, Workbook page 10

Guidance, Workbook page 11

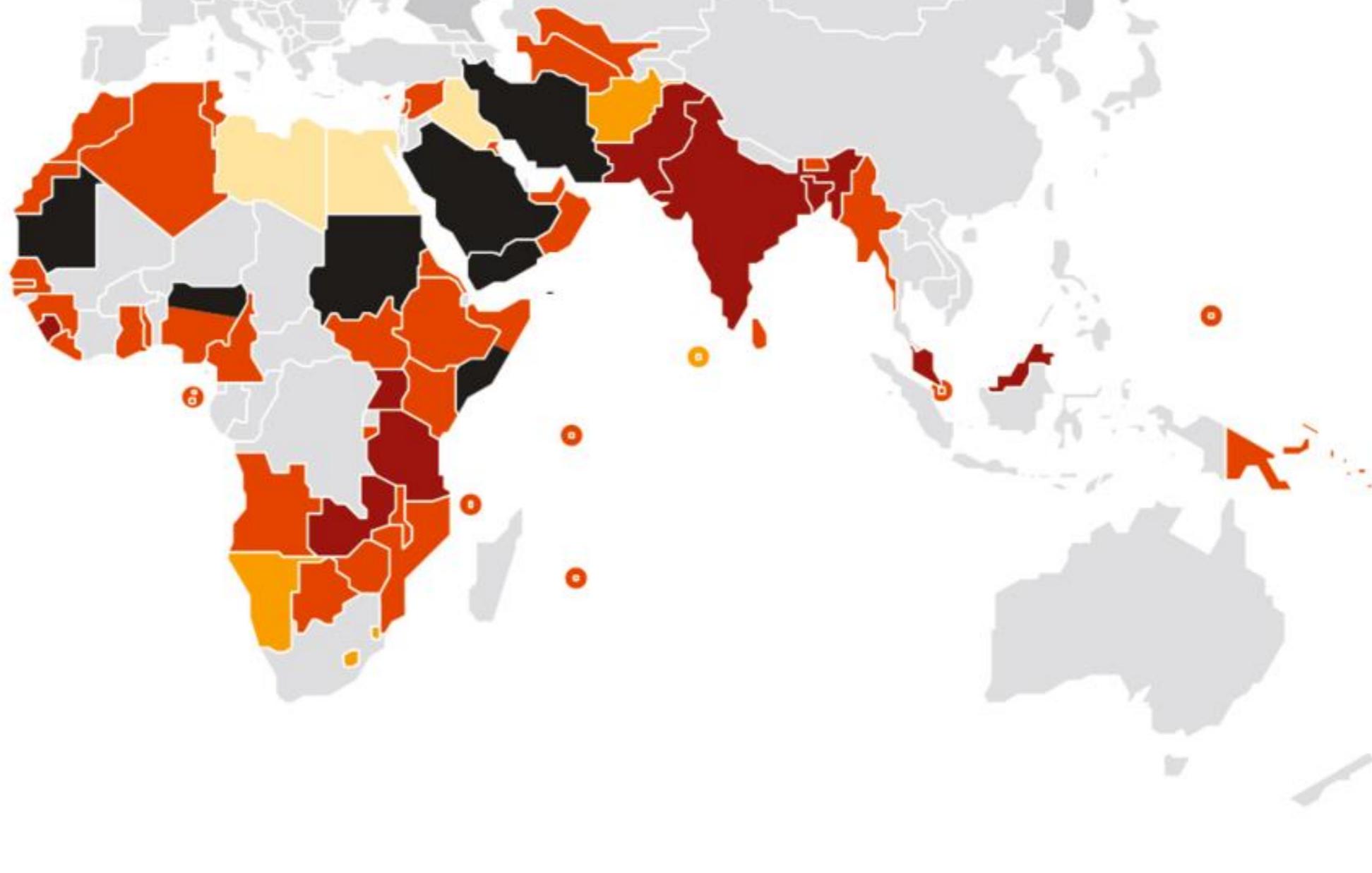
Exercise

Invisible Persons of Concern

Where homosexuality is illegal

2013

RUSSIA†



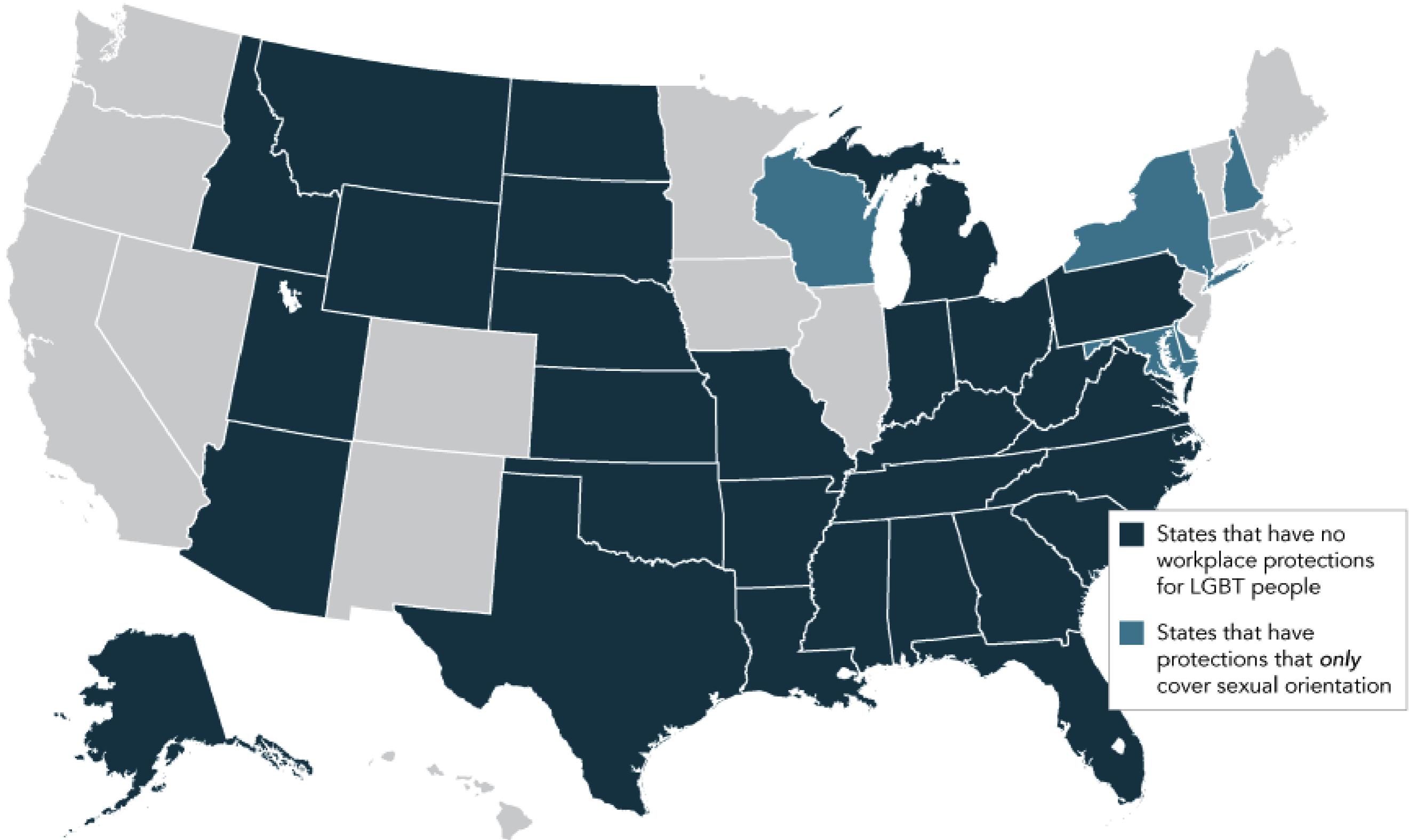
Death penalty	Imprisonment			Unclear*
14 years to life	Up to 14 years	No indication of length		

*Legislation not specifically homophobic but can be used as such/persecution by religious courts
†"Propaganda law" restricting freedom of expression and association

Source: ILGA

US Employment Discrimination Map

source: Huffington Post, 2013



Video

Courage Unfolds

IGLHRC and Leap! (10:00)

Guidance, Workbook page 14

key learning points

Key Learning Points



- LGBTI people face **myriad forms** of persecution in both countries of origin and countries of asylum or migration. They are often **isolated** due to family and community harm.
- **Fleeing** a country of origin does not necessarily mean discrimination or persecution ceases.
- Persecution may come at the **intersection** of sex, sexual orientation and gender.
- We are **already serving** LGBTI people.
- The United Nations situates the rights of LGBTI people in existing law using the **Yogyakarta Principles** as a guide.

3

successful
communication

Objectives

- Learn what **questions** are vital to establishing confidentiality and exploring appropriate assistance.
- Discuss simple ways you can ensure LGBTI people **feel respected** when you are working with them.
- Explore **common scenarios** you may encounter in the course of your work and decide how you would respond.
- Ensure you have the **tools to respond** confidently and respectfully to LGBTI people.

Exercise

Mock Scripts

Workbook page 16

procedural guidance

Key Procedural Issues

LGBTI people may require a **more supportive environment** and have greater difficulty articulating information.

Interviewers must discuss **intimate information** carefully, focusing on perception and keeping in mind terms and concepts.

LGBTI people may have **greater fear of the interpreter**, or the interpreter may be less comfortable with LGBTI issues.

There may be a **lack of country information**.

Key Procedural Issues

Less Common Cases

Women are more likely to be married due to societal pressures and norms and more likely to have suffered **private harm**.

Bisexuals cannot “choose” whom they feel attracted to; even if they are in a **different-sex relationship**, they may face persecution due to being perceived as gay or lesbian.

Intersex people face much of the same persecution as LGBT people. Perception – by family, society and the State – is key.

LGBTI and gender non-conforming youth are at risk of family and community violence.

Basic Communication Tips

- **Listen** patiently. Follow, don't lead.
- Find a **private space** in which to speak.
- **Acknowledge** you have heard them and their experience.
- Learn from them and **practice active listening**: listen, then repeat what was said to ensure you understood accurately.
- **Do not promise** any action or assistance you cannot provide, or total confidentiality – the information may need to be noted in a file or shared with persons who can assist.
- Recall key **terms, concepts** and **stereotypes to avoid**, when working with less common cases.

Exercise

Common Scenarios

Workbook page 20

suggested questions

Suggested Questions

For LGB people (persons of diverse sexual orientations):

Do you consent for us to record information about your sexual orientation in ----- [documents, files, etc.]?

Do you consent for us to share information about your sexual orientation with ----- [person, organization, entity, etc.]?

Do your family members know about your sexual orientation? If so, may we discuss it in front of them?

Do you have a partner who may also need assistance?

Suggested Questions

[If the individual is going through the IOM RSC resettlement process, or another interview process] Did you discuss your sexual orientation at the time of your interview?

Have you experienced discrimination, persecution or other issues related to your sexual orientation? If so, may we share information with persons who may be able to assist?

Would you like to request any support services or specific resources at this time? OR How can I be of assistance today?

Suggested Questions

For intersex people (persons of diverse sex):

Do you consent for us to record information about your sex in -----
[documents, files, etc.]?

Do you consent for us to share information about your sex with -----
- [person, organization, entity, etc.]?

Do your family members know about your sex? If so, may we
discuss it in front of them?

Do you have a partner who may also need assistance?

Suggested Questions

[If the individual is going through the IOM RSC resettlement process, or another interview process] Did you discuss your sex at the time of your interview?

Have you experienced discrimination, persecution or other issues related to your sex [or being intersex]? If so, may we share information with persons who may be able to assist?

Would you like to request any support services or specific resources at this time? OR How can I be of assistance today?

Suggested Questions

For transgender people (persons of diverse gender identity):

Do you have a preferred gender, name and/or pronoun? If the individual does, you can explain:

- We will **endeavor** to use your preferred gender, name and pronoun whenever we speak with you.
- For legal reasons, your sex and name as they are listed on your **official documents** will be used on our forms.
- For this reason, we may at times **refer to you** with the gender, name and pronoun that is listed on your official documents. We understand this can be uncomfortable for you and we offer our apologies in advance.

Suggested Questions

Do you currently have a preferred gender expression or presentation (for example, male or female)? If the individual has a gender expression that does not align with their official documents, you can explain:

- Sometimes, individuals face **extra questioning** when accessing services if their appearance does not match the information listed on their ID cards.
- If you experience **any issues**, please let us know.

Are you currently taking any steps to transition, such as changing your clothing, hair, makeup, taking hormones or other medication, or changing legal documents?

Suggested Questions

Do you plan to transition, or continue transitioning, in the future?

Do you consent for us to record information about your gender identity in ----- [documents, files, etc.]?

Do you consent for us to share information about your gender identity with ----- [person, organization, entity, etc.]?

Do your family members know about your gender identity? If so, may we discuss it in front of them?

Do you have a partner who may also need assistance?

Suggested Questions

[If the individual is going through the IOM RSC resettlement process, or another interview process] Did you discuss your gender identity at the time of your interview?

Have you experienced discrimination, persecution or other issues related to your gender identity? If so, may we share your gender identity and related issues with persons who may be able to assist?

Would you like to request any support services or specific resources at this time? OR How can I be of assistance today?

Exercise

Paired Role-Play

Role-Play One, Workbook page 21

Role-Play Two, Workbook page 22

Interviewer Guidance, Workbook page 23

working with interpreters

Key Challenges

- Discomfort due to the **attitude** of the interpreter.
- Reluctance of individual to **share information** based on the gender, nationality or attitude of the interpreter or assumptions about the interpreter.
- **Discrimination or abusive language** on the part of the interpreter, especially if they are not trained.
- **Misunderstandings** or incorrect language.
- Breaches of **confidentiality** by interpreter.

Operational Barriers

- Community members are at times the **only interpreters available**.
- Interpreters may **change often**, making training difficult.
- Interpreters may not be staff members, meaning they do not always adhere to the same **standards of conduct**.
- Rare circumstances may require using a **family member** as an interpreter.

Group Discussion

What impact could the **gender, nationality, ethnicity** or **linguistic group** of an interpreter have on an interview?

How can we confirm **interpreters are comfortable** interpreting for LGBTI people? How can we provide **adequate training**?

Should interpreters be allowed to “**opt out**” of LGBTI interviews?

What **alternatives** are available if an individual will not interview with an interpreter from their community?

key

learning points

Key Learning Points



How should you **respond** when someone says they are LGBT or I?

How do you **ensure** you understand what someone means when they use LGBTI related terminology?

How do you **refer** to a transgender person?

Do we ask **LGB people** if they have a preferred name or pronoun?

What do you do if you accidentally use the **wrong name** or pronoun?

Key Learning Points



How do we avoid **heterosexist** language?

How **do we know** someone is LGBTI? Should we ask them?

If someone is LG or B, should we **assume** they are also T or I?

If someone is T or I, should we **assume** they are also LG or B?

If someone is **intersex**, does that mean they automatically have a diverse SO or GI?

4

safe spaces

Objectives

- Identify **risk points** for LGBTI people in your office and programmes.
- Learn how **safe space tools** such as signage, handouts and interview language can make LGBTI people feel more at ease in accessing services.
- Learn why it's important to have an **inclusive workplace**.

Questions to Consider

1. What is a **safe space**?
2. Why do we want persons of concern to **feel comfortable disclosing** their sex, sexual orientation or gender identity?
3. Why would **individuals share** this information? Why not?
4. Why is it important to have an **inclusive workplace**?

Video

IOM RSC South Asia: A Safe Space

*International Organization for Migration,
Damak, Nepal (5:00)*

Exercise

Creating Safe Spaces and Inclusive Workplaces

Workbook page 25

Guidance, Workbook page 26

What is a Risk Point?

A **risk point** is any event, situation, conversation or physical place where a person **may face** discrimination, exclusion, harassment or persecution.

Examples from the Field

- **IOM Nepal:** Has conducted a safe space campaign for LGBTI refugees on the US Refugee Admissions Program. The initiative includes signs, messaging, a video and focus groups.
- **UNHCR Kenya:** has regular coordination meetings with UN agencies, international and national NGOs and embassy representatives to share information and strengthen protection of LGBTI persons of concern.
- **UNHCR Rwanda:** Developed of a serial of short films about safe spaces for a variety of marginalized groups, including LGBTI persons of concern.
- **Various offices:** Are offering appointments to LGBTI people outside of regular office hours to enhance safety and are working with LGBTI advocacy organizations and embassies to establish referral pathways.

key learning points

Key Learning Points



- A safe space is any place – whether a physical location, family (biological or chosen) or forum – in which individuals **can feel supported and accepted** expressing or exploring their sex, sexual orientation or gender identity.
- Safe spaces **ensure confidentiality** and respect.
- Creating an atmosphere in which LGBTI people trust staff members **takes time**.
- **Barriers to safe space campaigns** may include national laws, stigma or past events.

5

myths and realities

Exercise

Myths and Realities

Group Exercise

Exercise

We work with very few LGBTI people.

Exercise

Myth!

Many LGBTI people do not share their diverse sex, sexual orientation or gender identity with us, but we are still working with them.

Exercise

Diversity in sexual orientation has spread from the west as part of globalization.

Exercise

Myth!

Evidence of LGBTI people exists from around the world since the beginning of recorded history.

Exercise

Bisexuals are confused about whether they are really gay or heterosexual.

Exercise

Myth!

Bisexuals are attracted to the person rather than the sex or gender. Dating people of different sexes or genders does not reflect confusion about sexual orientation.

Exercise

Bisexuals may be monogamous.

Exercise

Reality!

Bisexuals, like all people, may engage in long term monogamous relationships. This does not reflect a change in their sexual orientation.

Exercise

Young men who grow up in a household with only women are more likely to be gay.

Exercise

Myth!

There is no evidence that your family composition growing up affects your sexual orientation.

Exercise

The UN is advocating for LGBTI people to have special rights under international law.

Exercise

Myth!

The position of the UN is that LGBTI people are entitled to the same human rights as all other people under international law.

Exercise

Gay and bisexual women generally act like men, and gay and bisexual men generally act like women.

Exercise

Myth!

Just like heterosexual people, persons of diverse sexual orientations may express their gender in a wide variety of ways.

Exercise

We generally refer to a transgender person whose gender identity is male as “he” or “him,” and to a transgender person whose gender identity is female as “she” or “her.”

Exercise

Reality!

*A transgender person whose gender identity is male is generally referred to as he or him. A transgender person whose gender identity is female is generally referred to as she or her.
When in doubt, ask!*

Exercise

Intersex individuals may identify as the gender they were assigned at birth or as another gender.

Exercise

Reality!

Gender identity is a separate characteristic than sex. People who identify as intersex may have a gender identity of male, female or something else.

Exercise

*You cannot tell someone is LGBTI
by the way they look, dress,
act or speak.*

Exercise

Reality!

Appearance and behaviour are not accurate indicators of sexual orientation.

Exercise

If a transgender person is married, it brings their gender identity into question.

Exercise

Myth!

A transgender person may be heterosexual, gay, bisexual or identify in another way. Sexual orientation is a separate characteristic from gender identity.

Exercise

Persons of diverse sexual orientations may marry different-sex partners due to family, cultural, religious or social pressures or norms.

Exercise

Reality!

In many places around the world, persons of diverse sexual orientations marry different-sex partners due to norms or in order to meet religious, societal or familial expectations.

Exercise

Women of diverse sexual orientations suffer less persecution because they can hide their sexuality more easily.

Exercise

Myth!

Women of diverse sexual orientations may suffer less public harm, but tend to suffer more private harm, especially within the family and marriage contexts.

Exercise

All LGBTI people know they are different from the majority of their peers from a very early age.

Exercise

Myth!

Some LGBTI people know they are different from a very early age. Some know they are different later in life or over the course of a lifetime. Everyone's experience is unique and dependent on a wide range of factors.

Exercise

Intersex individuals may identify as heterosexual, gay, bisexual or in another way.

Exercise

Reality!

Sexual orientation is a separate characteristic than sex. Persons of diverse sex, or who identify as intersex, may identify as heterosexual, gay, bisexual or in another way.

Exercise

Someone can know what their sexual orientation is before they have had a sexual experience.

Exercise

Reality!

People in general do not need to experience sex to know who they are attracted to.

Exercise

If a woman is married to a man and has children, she must be heterosexual.

Exercise

Myth!

Many lesbian and bisexual women marry men due to norms or to meet cultural, religious, societal or familial expectations.

Exercise

A higher percentage of gay and bisexual men are pedophiles than heterosexual men.

Exercise

Myth!

Studies have shown that at least 95 percent of pedophiles are heterosexual.

Exercise

Gay and bisexual men have generally had many sexual partners.

Exercise

Myth!

Like heterosexual men, gay and bisexual men may have had no, one, very few or a number of sexual partners. Each person is different.

Exercise

*Not all men who identify as gay
or bisexual have HIV.*

Exercise

Reality!

Having a diverse sexual orientation does not mean you have a higher risk of contracting HIV. Rather, risky sexual behaviour leads to higher rates of HIV.

Exercise

In same-sex relationships, one individual acts as the “man” and one individual acts as the “woman.”

Exercise

Myth!

Like different-sex relationships, same-sex relationships involve a wide range of complex dynamics and are dependent on the couple. Every relationship is as unique as the people engaged in it.

Exercise

Individuals who flee to new countries might not establish links with other LGBTI people or organizations.

Exercise

Reality!

Many people who flee to new countries have priorities other than networking with other LGBTI people. Their priorities may include finding employment, seeking asylum and securing safe shelter. They may remain relatively isolated.

Exercise

If a LGBTI person has never experienced harm because they have been able to hide their sex, sexual orientation or gender identity, their rights have not been violated.

Exercise

Myth!

Being compelled to conceal being LGBTI in order to avoid harm is a fundamental violation of the right to freedom of expression and to the right to live with security of person with full recognition before the law.

Exercise

LGBTI people may be more susceptible to mental illness and substance abuse not because they are LGBTI, but because of the stigma they face.

Exercise

Reality!

Studies have found that LGBTI people may have higher rates of mental illness and substance abuse than the general population. However, this is not because they are LGBTI. Rather, it is because they face isolation, discrimination and persecution in their daily lives.

Exercise

All LGBTI people listen to the same kind of music and are aware of the same books and movies.

Exercise

Myth!

LGBTI people are as diverse in their interests as heterosexual people. There is no one “community,” nor is there one established set of interests or cultural references.

wrap
up

The development of this training package was made possible through the generous support of the American people through the **Bureau of Population, Migration and Refugees (PRM) of the United States Department of State** as part of the project, “Sensitization and Adjudication Training on Refugees Fleeing Persecution Based on Sexual Orientation and Gender Identity.” The content does not necessarily reflect the views of PRM or the United States.

ACKNOWLEDGMENTS

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IMPORTANT! THIS PRESENTATION HAS NOTES

Much of the text the Facilitator speaks during this training is represented on the presentation slides. However, the slide notes also contain critical information, including additional text for the Facilitator to speak (represented in the notes as non-italicized text), guides to unit and exercise timing and references to the corresponding page numbers in the Facilitation Guide. It is important that you read the slide notes in full before facilitating this training package. You may also wish to print them to use while facilitating the training.

The notes should appear in the dock below the image of the slide when View is set to Normal. If you do not see the notes, hold your cursor on the thin gray bar at the bottom of the window and drag the bar upwards. The notes section will appear.

To view the slides with the notes in large text below them, move your cursor to the top of the window and click View, then Notes Page. To print the slide notes with images of the slides (handy for facilitating for the first time, especially for lengthy teaching segments), click Print, then under Print Layout, choose Notes Pages.