



**“TRAINING MODULE FOR LGBT YOUTH ON
NATIONAL HIV DECISION-MAKING
PROCESSES”**

Tallinn

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Authors – Nadezhda Komarova, Elena German

Editorial Team:

Elena German – ECOM

Hmayak Avetisyan – Humanitarian NGO “New Generation”, Armenia

Adilet Alimkulov – NGO “Kyrgyz Indigo”, Kyrgyzstan

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INTRODUCTION

In recent years, the HIV/AIDS situation has been exacerbated by the spread of the COVID-19 epidemic: people living with HIV have more severe outcomes and are more likely to develop comorbidities from COVID-19 than people who do not have HIV. Research has shown that the risk of dying from COVID-19 among people with HIV is twice that of the general population¹.

Lockdowns and other restrictive measures related to COVID-19 have prevented HIV testing and have led to a sharp decline in the number of HIV-positive people identified and their referrals for HIV treatment in many countries. HIV testing dropped 41% and referrals for diagnosis and treatment decreased by 37% during the first COVID-19 lockdown in 2020 compared to the same period in 2019.

HIV infection is significantly higher among risk groups:

- 35 times higher among people who use injecting drugs.
- 34 times higher among transgender women.
- 26 times higher among sex workers.
- 25 times higher among gay men and other men who have sex with men.

Young people are also a group among which HIV prevalence and deaths from AIDS are increasing². LGBT youth are vulnerable to HIV, not only because of their age or their sexual orientation and gender identity, but also because of widespread stigma and discrimination: “Many lesbian, gay, bisexual, transgender and intersex (LGBTI) people face bullying on a daily basis, and discrimination in educational and work environments, and in health and welfare structures³”. LGBT children and adolescents face bullying at school, may be kicked out of their own homes by their parents, or forced into psychiatric institutions or marriage.

Transgender people are often denied identity documents that reflect their gender identity, without which they cannot freely work, travel, open a bank account or access services.

Intersex children may face surgery and other interventions without the informed consent of themselves or their parents, and, like adults, are also vulnerable to violence and discrimination. According to former UN Secretary General Kofi Annan, “youth play a key role in the fight against AIDS. By giving young people the support they need, we empower them to defend themselves against the virus on their own. By providing them with honest and open information, we can break the vicious circle of silence in society. By developing effective education and prevention programs, we can turn the enthusiasm, ardor, and dreams of young people for the future into powerful tools to fight the epidemic”⁴.

This training for young people on national HIV decision-making processes is designed to train LGBT youth representatives in the countries of the EECA region. The purpose of the 1-day training is to strengthen the advocacy and communication capacity of LGBT youth for their visible and meaningful participation in national HIV decision-making processes.

¹ Доклад Amnesty International 2020/21 Права человека в современном мире.
<https://www.amnesty.org/download/Documents/POL1032022021RUSSIAN.PDF>

² EducationalFund_Ukraine_Report_RU.pdf

³ Based on the materials of an online survey by UNAIDS and the LGBT Foundation.

⁴ Message from former Secretary-General, Kofi Annan, on the occasion of World Population Day.
https://www.un.org/ru/sg/annan_messages/2006/population06.shtml

The training will be useful primarily for new activists from LGBT youth initiative groups, as well as for representatives of civil society who conduct advocacy campaigns in the interests of LGBT youth.

ORGANIZATION OF THE TRAINING

Participants

The target audience of the training is representatives of the LGBT community, and leaders of initiative groups and organizations who are willing to represent the interests of the community, and carry out advocacy at the national level at all stages of developing, implementing and monitoring projects, in particular Global Fund projects.

The recommended number of training participants for creating effective group dynamics and a comfortable learning environment is up to 15 people per trainer.

Trainers

When conducting this training, it is important to invite experienced specialists who have experience in training activities and skills for motivating learning, supporting change, and facilitating the discussion of sensitive topics. It is also important that the trainers have practical experience on the topics of the training, namely advocacy, participation in country dialogue and/or the Country Coordination Mechanism, development of an application for funding, implementation of a Global Fund project, and monitoring and oversight of the grant implementation process.

The number of trainers (1 or 2 trainers) for this training is determined by the organizer, based on the organizational and financial capabilities of the project.

In order to provide a more active role to the LGBT community in organizing and conducting this training, we suggest involving a representative of the community as a trainer, and inviting existing experts to discuss practical steps.

If the training is conducted by 2 trainers, they should independently distribute the topics of the sessions among themselves in order to alternate working in pairs as the main trainer and co-trainer.

Timeframe

The training lasts 1 day, and consists of 4 sessions. The duration of each session is 1.5-2 hours.

The start and end times of the training are determined by the organizers, based on the local situation and the convenience of the participants. The training program includes coffee and lunch breaks. (Annex 1)

Material and technical requirements

The choice of the training location depends on the expectations and requirements of the training organizers, as well as on available opportunities and resources, which meet the basic principles of creating safe spaces for LGBT+ youth.

It is advisable to conduct the training in premises that meet the generally accepted requirements of the educational process (conference rooms, classrooms), and that will be comfortable for the planned number of participants.

To conduct this training, it is necessary to provide the following equipment:

- Laptop and multimedia projector with screen;
- Flip chart;
- Tables and chairs for participants and trainers;
- Stationery – flip chart paper, plain A4 paper, 2-3 sets of colored markers, colored stickers, and adhesive tape.

It is necessary to provide folders, pens, badges, and notebooks for all participants. Try not to print the training program and handouts, but rather provide them in an electronic format to promote an eco-friendly event.

Training assessment

The assessment is an important component of the training process. An assessment is carried out at the beginning and at the end of the training (see questionnaires in the annexes).

The purpose of the *pre-training questionnaire* is to determine the basic level of knowledge and expectations of the participants through self-assessment, as well as which topics are of most interest to them. ([Appendix 2](#))

The purpose of the *post-training questionnaire* is a final self-assessment of the knowledge of the training participants, indicating the topics that were most and least interesting to them, as well as their plans for using the knowledge and skills gained during the training. ([Appendix 8](#))

The training assessment questionnaires can be printed on paper or distributed using Google Forms/online sites (menti.com, kahoot.it), at the discretion of the training organizer, depending on the organizational and financial capabilities of the project.

The use of interactive online platforms optimizes the data processing process.

Preparation for the training

Collecting information before the training

Before the start of the training, trainers are encouraged to prepare information on HIV prevention programs in the country according to the proposed checklist ([Appendix 5](#)).

Supplementing presentations with information on the country context

Trainers should also add information of the country context to their presentations.

AGENDA OF THE TRAINING MODULE FOR LGBT YOUTH ON NATIONAL HIV DECISION-MAKING PROCESSES

Training date:

Training venue:

Goal of the module: strengthen the advocacy and communication capacity of LGBT youth for their visible and meaningful participation in national HIV decision-making processes

Training objectives:

1. Familiarize the participants of the training with local and national processes in the field of HIV, including national and local (municipal) strategies and programs on HIV, institutions and tools responsible for HIV issues among young people in the country, as well as with national processes for the formation of youth programs.
2. Present the cycle of country engagement with the Global Fund
3. Describe examples of best practices for youth involvement in the EECA region
4. Identify practical recommendations for ensuring the visible and meaningful participation of young people in decision-making processes at the local and national level.

Training participants:

Representatives of LGBT youth, leaders of youth initiative groups and organizations.

Adapting the training to an online format:

To adapt materials to an online format, we suggest you hold a general session for trainers, where you can discuss the following questions:

1. Training as a form of organizing the learning process has its own characteristics:

- *stable group of participants;*
- *certain principles/rules for group work;*
- *certain organizational conditions under which the training takes place;*
- *use of interactive methods of work using various techniques;*
- *mandatory use of the personal life experience and knowledge of participants.*

2. Methods used to conduct trainings:

- A mini-lecture is an informative message from the trainer on a particular issue that will be discussed during the training.
- A presentation is an informative message from the trainer, which is aimed at providing new results and new information on a specific, narrow, and practical aspect of the topic that is the subject of the training.

- “Brainstorming” is a method in which all participants can freely (without criticism and judgment from the trainer and other participants) express any opinions, even absurd and fantastic ones, on the issue or problem presented.
- Discussion as a training method is usually limited to one issue/topic, and is built according to a certain sequence.
- Discussion is a form of collective discussion, the purpose of which is to define truth through comparing different views, and the correct solution to the problem.
- Small group work is a method for organizing the completion of specific tasks in groups of 3 to 5 participants.
- Role-play is a teaching method that requires participants to acquire knowledge and practice necessary skills by performing roles in given imaginary situations.
- Case studies (problem situations) are real situations presented to the group for analysis. They can be borrowed from the experience of a trainer, colleagues, or from literary descriptions, or eyewitness accounts.
- Gamification is a technology for adapting game methods into a non-game process. This tool requires a thorough study of the concept and will be relevant for representatives of Gen Z.

3. Development of recommendations on adapting materials for online trainings.

Participants of the training discuss in pairs each of the methods mentioned above that are used in trainings, and answer the question "How can this method be used in online trainings?"

Then each pair presents their findings to the group.

Based on the results of the discussion, the trainer makes conclusions and recommendations.

For more detailed recommendations on adapting trainings to online formats, see Appendix 10 (Author – Elena German).

TRAINING AGENDA

Time	Session Topic
9.30 – 10.00	Participant registration, pre-training questionnaire
10.00 – 11.00	Introductory Session Welcome speech Introductions Presentation of the training goal and objectives Expectations of participants Setting out the rules of the training

11.00 – 11.15	Break
11.15 – 13.00	<p>Session 1. Youth and HIV/AIDS</p> <p>Data on HIV/AIDS prevalence among youth in the country. Youth in the LGBT community. <i>Presentation, discussion.</i></p> <p>Analysis of documentaries, identification of the main problems of LGBT youth. <i>Small group work</i></p> <p>Identifying interested organizations and individuals involved in work with LGBT youth at the local level. <i>Brainstorming method</i></p> <p>Situation of LGBT youth as a high-risk group: by age, HIV status, and SOGI. <i>Interactive communication, general discussion</i></p>
13.00 – 14.00	Lunch
14.00 – 15.30	<p>Session 2. Levels of solving the problems of LGBT youth</p> <p>Social policy: levels, strategies, priorities, and forms of implementation. <i>Presentation.</i></p> <p>Role of the inter-level (inter-state level) in the formation of a policy to combat violations of the rights of LGBT people. 2021 Political Declaration on HIV and AIDS. <i>Small group work with cases.</i></p> <p>Local and national HIV processes. <i>Small group work.</i></p> <p>Best practices for working with LGBT youth. <i>Small group work with cases.</i></p>
15.30– 16.15	<p>Session 3. Scheme of countries' interaction with the Global Fund</p> <p>Preparation of funding applications. <i>Presentation.</i></p> <p>Communication of the country with the Global Fund during consideration of the application. <i>Practical lesson.</i></p> <p>Implementation of a Global Fund project. <i>Discussion.</i></p> <p>Monitoring and auditing the implementation of a Global Fund project. <i>Discussion.</i></p>
16.15 – 16.30	Break
16.30 – 17.30	<p>Session 4. Development of a plan to activate work with LGBT youth at different levels.</p> <p>Cause and effect analysis of social problems as a basis for planning social projects. <i>Practical lesson</i></p> <p>Analysis of specific documents at the municipal level. <i>Small group work</i></p> <p>Development of specific proposals for plans at the national, regional, and local levels. <i>Practical task</i></p> <p>How or by what advocacy methods is it possible to achieve the inclusion of developed proposals in government documents and their implementation. <i>Discussion, practical task.</i></p>
17.30 – 18.00	<p>Closing Session</p> <p>Summing up the training</p> <p>Post-training questionnaire</p> <p>Closing the training</p>

INTRODUCTORY SESSION

Handouts:

Training agenda
Pre-training questionnaire

Equipment and stationery:

Flip chart sheets, markers

Session objectives:

- Creating a comfortable and safe atmosphere for the training
- Introductions and establishing contact between the participants and trainers
- Determining the participants' expectations for the training
- Presenting the training agenda

1. Introductions

The trainers welcome the participants, introduce themselves, ask participants to take turns introducing themselves and responding to the questions below. The order of responses can be random (clockwise or counterclockwise).

- Your name?
- Pronoun
- What country (if the training is international), city, and organization/initiative group do you represent?
- Do you have any experience participating in youth projects on HIV/AIDS issues? If yes, which ones?
- What do you like to do in your free time?

After the participants have introduced themselves, the trainer can propose a small exercise so that the participants remember each other's names, learn a little information about each other, and establish a relaxed learning atmosphere.

The trainer can use any of the following exercises, or use a different exercise if necessary:

1. "Three facts"

Each participant tells the group their name and three facts about themselves. One of them is real, and the other two are false. The task of the other participants is to determine which of the presented facts is true (participants are invited to vote one by one for the true fact). Then the participant who introduced himself reveals the truth, and says which of the given facts is true.

2. "Ball in a circle"

Everyone stands in a circle. The trainer holds the ball. He/she calls someone's name and throws a ball to that person. The one who catches the ball must say a different name and throw the ball to him. This is done until the ball goes around the whole circle. The ball must be thrown to each person only once. Repeat until the group completes the exercise quickly and smoothly.

2. *Presentation of the goal and objectives of the training*

The trainer tells the participants about the goal and objectives of the training, introduces the agenda and timeframe for the training, and answers questions.

3. *Expectations for the training*

- What do you expect from participating in this training?

Participants' expectations are recorded on a separate flip chart sheet or on interactive online platforms. They will be used to assess the effectiveness of the training. At the end of each session, the trainer goes over to the poster "Participant Expectations" and discusses the problems that have already been examined and the expectations that have not yet been achieved, and adds new expectations that arose during the lesson.

4. *Adopting the rules of work*

The trainer asks the group to discuss and write down the rules of work for the training. There are two main principles to start with: confidentiality and voluntariness. Participants also express their wishes, and the rules according to which it will be better for them to communicate. The trainer helps to formulate the rules.

The rules are written on a piece of paper in the order in which they are received. It is advisable to number them and fix the sheet on the wall so that, during the training, the trainer can, if necessary, draw the audience's attention to the corresponding number of the rules developed (if someone talks too much or interrupts others).

SESSION 1. YOUTH AND HIV

Session objectives:

Familiarize participants with data on HIV prevalence among young people, and paths of HIV infection among adolescents and young people.

Discuss the position of LGBT youth as a high-risk group: by age, HIV status and SOGI.

Identify the main problems of LGBT youth.

Identify the range of interested organizations and individuals who are involved in work with LGBT youth at the local level.

Identify the characteristics of local LGBT+ youth.

Session content:

1.1. *Data on HIV prevalence among youth. Youth in the LGBT community.*

1.1. Presentation "Youth and HIV"

People living with HIV⁵

- Women and girls comprise 53% of all people living with HIV.

▪ In 2020, 84% [67→98%] of all people living with HIV knew their status.

▪ Around 6.1 million [4.9 million –7.3 million] people did not know that they are living with HIV in 2020.

In 2020, 73% [56–88%] of all people living with HIV had access to treatment.

- 74% [57–90%] of adults aged 15 and over living with HIV, and 54% [37–69%] of children aged 0–14 had access to treatment.

- 79% [61– 95%] of adult women aged 15 and over had access to treatment, while only 68% [52–83%] of adult men aged 15 and over had access.

Women and girls comprised 50% of new HIV infections in 2020.

COVID-19 and HIV

• People living with HIV have more severe outcomes and higher comorbidities from COVID-19 than people who do not have HIV, and most of them did not have access to COVID-19 vaccines as of mid-2021.

• Studies in England and South Africa show that the risk of dying from COVID-19 among people with HIV is twice that of the general population.

Lockdowns and other restrictive measures related to COVID-19 have prevented HIV testing and led to a sharp decline in the number of diagnoses and referrals for HIV treatment in many countries.

Key risk groups

⁵ https://www.unaids.org/sites/default/files/media_asset/UNAIDS_FactSheet_ru.pdf

▪ In 2020, key risk groups (sex workers and their clients, gay men and other men who have sex with men, people who inject drugs, transgender women) and their sexual partners accounted for 65% of new HIV infections around the world:

- 93% of new HIV infections worldwide, excluding sub-Saharan Africa.
- 39% of new HIV infections in sub-Saharan Africa.

Risk of HIV infection:

- 35 times higher among people who inject drugs.
- 34 times higher among transgender women.
- 26 times higher among sex workers.
- 25 times higher among gay men and other men who have sex with men

“Young people play a key role in the fight against AIDS. By giving young people the support they need, we empower them to defend themselves against the virus on their own. By providing them with honest and open information, we can break the vicious circle of silence in society. By developing effective education and prevention programs, we can turn the enthusiasm, excitement and dreams of young people for the future into powerful tools to fight the epidemic.”

Kofi A. Annan. Secretary-General of the United Nations⁶.

1.2. Analysis of documentaries about LGBT youth.

Small group work

Participants are grouped into five small groups. Each groups receives an assignment to watch videos and elaborate the problems that young people are discussing. Encourage participants to be creative when presenting their group work. Tell them they can use the materials they need (flip charts, markers, tape, colored paper, pencils) to visualize their ideas.

List of films:

1. Tricky questions for gay youth
<https://www.youtube.com/watch?v=ERgLDb9RAy4>;
2. Tricky questions for gay youth. Secrets.
<https://www.youtube.com/watch?v=wULQfMtFhW4>;
3. Homeless LGBT youth
https://www.youtube.com/watch?v=31M-__T3pSI;
4. Being gay hurts: the story of an LGBT couple from Kamchatka
https://www.youtube.com/watch?v=4_ytReFJaTA
5. Lesbians of Kazakhstan break stereotypes
https://www.youtube.com/watch?v=XFMKBvoW_k4&t=1s

⁶ Послание бывшего Генерального секретаря Кофи Аннана по случаю Всемирного дня народонаселения.
https://www.un.org/ru/sg/annan_messages/2006/population06.shtml

Each group presents its results, and identifies the main problems of LGBT youth.

A list of the main problems of LGBT youth is written down as they are identified, on a separate sheet of paper.

1.3. Identify the range of interested organizations and individuals who are involved in work with LGBT youth at the local level.

Brainstorming method

For this exercise, return to the poster “Full list of problems of youth related to HIV/AIDS”, which was developed during the session.

Using the brainstorming method, participants identify which organizations and persons can participate in solving each of the specific problems, and answer the question: “**Who can help to solve this specific problem of LGBT youth, and how?**”.

As a result of the exercise, a list of organizations and persons is created, which can be involved in work with youth on HIV issues at the local level.

1.4. Discussion of the position of LGBT youth as a high-risk group: by age, HIV status, and SOGI. Familiarization of training participants with local and national trends in the field of HIV.

Trainers can lead a discussion about the HIV risks inherent among LGBT youth. Discuss which risks are most common in your country. As examples of cases, you can use reports and studies developed by ECOM:

Cascade of continuous HIV care for MSM in EECA <https://ecom.ngo/library/cascade19>

Assessment of the needs of transgender people in the CEECA region
https://ecom.ngo/library/trans_people_needs_eeca

Overview of the meaningful participation of representatives of the LGBT community in decision-making and oversight of the implementation of Global Fund grants in the countries of the region of Eastern Europe and Central Asia region <https://ecom.ngo/library/participation-gf-2020-ru>

Analysis of national legislation related to LGBTQ rights and HIV in 11 countries of the CEECA region <https://ecom.ngo/library/legal-environment-assessment-2018>

Regional overview of trans* communities and contexts of 12 countries of Eastern Europe and Central Asia <https://ecom.ngo/library/regional-context-and-trans-people-of-eeca>

Regional report on violations of the right to health of gay men, other MSM and trans* people in the EECA region in 2020 <https://ecom.ngo/news-ecom/hrreport2020-1>

In the discussion, group risks into several categories:

- risks related to health and healthcare services (packages of services in HIV prevention projects, services of public health institutions, participation in decision-making processes on HIV, etc.)
- risks related to stigma and discrimination (attitudes of medical staff and government officials)
- risks related to the country's legislation (criminalization of homosexuality, promotion of anti-discrimination legislation, etc.)
- other categories highlighted by participants.

SESSION 2. LEVELS OF SOLVING THE PROBLEMS OF LGBT

Handouts:

2021 Political Declaration on HIV and AIDS (Appendix 3)

Checklist for collecting information on activities aimed at LGBT youth in the country (Appendix 5)

Description of best practices for working with LGBT youth (Appendix 4)

Session objectives:

Familiarize the training participants with the levels of social policy: goals, objectives, and the relationship between them.

Explain the role of the inter-level (interstate level) in shaping the HIV response policy.

Familiarize participants with the 2021 Political Declaration on HIV and AIDS.

Familiarize participants with best practices for working with LGBT youth at various levels (international, state, and municipal).

Session content:

2.1. Social policy: levels, strategies, priorities, and forms of implementation

Social policy is policy in the field of social development and social security. It entails a system of activities carried out by a managing entity (usually the state) aimed at improving the quality and standard of living of certain social groups, the field of studying issues related to such policy, including historical, economic, political, socio-legal and sociological aspects, and an examination of causal relationships in the field social issues⁷.

More often, social policy in an applied, practical sense is understood as a system of specific measures and activities aimed at supporting the livelihood of the population. Depending on whom these measures come from, and who their main initiator (subject) is, the corresponding types of social policy vary: state (federal), regional, municipal, corporate, etc. In a broad sense and from a scientific point of view, it is not so much a system of measures and activities, as a system of relationships and interactions between social groups, social segments of society, in the center of which is their main ultimate goal: a person, his welfare, social protection and social development, as well as the livelihood and social security of the population as a whole⁸.

The forms of implementing social policy vary. One of the main forms is the provision of social services. The object receiving social services can be both separate social groups (usually ones with certain social problems), for whom social administration is carried out, as well as the entire population as a whole.

For example, the system of social protection of LGBT people in some countries and regions is historically “mature”, and scientifically and practically grounded, while in others, it practically

⁷ Социальная политика // Джери, т. 2, 2001

⁸ Волгин Н.А. Государственная и муниципальная социальная политика. Курс лекций: учебное пособие / коллектив авторов. - М.: КНОРУС, 2011. - 1016 с.

does not exist.

Levels of implementation of social policy

Social policy in the modern world is implemented at several levels. Today, it is customary for specialists to identify 3 key levels of implementation of modern social policy:

- Micro-level of social policy;
- Macro level of social policy;
- Inter-level of social policy.

The trainer informally divides the participants into 3 small groups. He/she can put colored pieces of paper in a small box and ask them to choose a piece of paper with their eyes closed. The trainer then places participants in groups with others with the same color of paper.

The trainer randomly assigns each group one of the levels of social policy. He/she will give the groups time to study, search the Internet and find information about this level. The trainer can suggest to the participants what sources to use. When the time is up, the trainer will ask the groups to share their research findings with all participants.

Information for trainer. At the micro-level, social policy is represented, first of all, by the social policy of a particular firm or company that they choose in relation to their staff. Above all, these are measures for the organization and occupational safety of employees of the corporation. At the macro-level, both regional social policy and state social policy are implemented, and are focused on the well-being of regions and on raising the status of the state in the international arena. As you know, the well-being of citizens is one of the indicators that a country has reached a decent level of development, and that the state and its subjects are in fact able to take into account and satisfy the needs and interests of its own citizens⁹.

The inter-level of social policy is represented by interstate social policy. This area is directly related to the solution of global economic problems, as well as to the elimination of poverty and the underdevelopment of some countries, which still cannot reach a qualitatively and quantitatively new level precisely because their social policy is flawed and unable to meet the needs and interests of citizens.

Experts also distinguish the levels of social policy in terms of the point of view of its subjects. Thus, we are presented with the state, regional, and municipal levels of a state's social policy.

The trainer writes the levels of social policy on a flip chart: state, regional and municipal.

The trainer asks the participants to provide their opinion on the given levels through brainstorming. Participants are free to discuss the characteristics, similarities and differences of the three levels.

⁹ https://spravochnick.ru/sociologiya/ponyatie_principy_i_funkcii_socialnoy_politiki/urovni_sovremennoy_socialnoy_politiki/

The trainer should actively help the participants form opinions, and make frequent additions, because the topic is complex, and for many, it can be completely new.

Information for the trainer. At the state level of social policy, the goals and objectives of the subjects of social policy are determined (in our case, the subject is the state). It also determines the priority areas for development, as well as the most optimal and effective ways to achieve this goal. At the state level, regulatory and legal acts are approved, which become the basis and guidelines for activities, and regulate the general principles of social policy at the level of a unified state. The subject establishes social strategies in areas such as¹⁰:

- Payment of wages for work performed and services rendered;
- Pensions for veterans, pensioners and people with disabilities;
- Provision of scholarship payments to certain categories of students (orphans or people from large families);
- Provision of healthcare for the entire population regardless of the gender, age, or social, material, or other status of a citizen;
- Provision of services in the fields of education and culture, opportunities for a person to learn and develop, regardless of his social status or physical condition;
- Development of targeted social programs that will impact all citizens without exception.

The state level of social policy is considered the most important, since the state has full rights and freedoms, as well as the authority to form and implement social policy through a system of measures and activities, social assistance, social security and social insurance, as well as through the provision of social guarantees to certain categories of citizens¹¹.

The regional level of social policy implies that the subjects are obliged to take into account the national, ethnic, cultural and historical characteristics of the region, on which the interests and needs of the inhabitants of this territory largely depend. Within the framework of this level of social policy, regional laws are developed and subsequently implemented, as well as social programs that take into account the characteristics of the region and the nature of the needs of its inhabitants.

At the same time, attention should be paid to the fact that this level of social policy is not always able to take into account the demands and interests, or the requests and needs of individuals. In order to accomplish this, it is important to use special technologies, which are already characteristic of another, third level of social policy: the municipal level.

The activities of subjects belonging to the municipal level of social policy are not aimed at solving general problems, but rather the specific difficulties faced by individual citizens. It is at this level that it is easiest to assess the real needs of an individual and correlate them with his opportunities. Researchers also note that, at the municipal level, it is necessary to check the degree of effectiveness of the social services that are provided to the population to resolve any discrepancies and urgent problems. At the municipal level of implementation of social policy and programs, the subjects are closer to the user of services. Consequently, here, implementation will

¹⁰ Id.

¹¹ https://spravochnick.ru/sociologiya/ponyatie_principy_i_funkcii_socialnoy_politiki/urovni_sovremennoy_socialnoy_politiki/

be more economical, although the subjects of this level are rarely involved in the development of programs at other levels (state or regional). They are guided by generally accepted norms and rules, can rely on the provisions of national programs, and gradually adapt them to the specifics of the conditions of their region and population¹².

Explain the different levels of policy, in particular those related to HIV/AIDS.

Using the specific example of LGBT people, show the distribution of different types of activities in your country, from the adoption of political documents and budgets, to the provision of specific services.

2.2. The role of the inter-level (inter-state level) in the formation of a policy to combat violations of the rights of LGBT people.

Presentation

Explain that international political organizations have initiated actions to work with LGBT people:

31 March 2010 The Committee of Ministers of the Council of Europe (CMCE) unanimously adopted the “Recommendations on Measures to Overcome Discrimination Based on Sexual Orientation and Gender Identity”. The document recommends to CE member states a number of measures to improve legislation and policies to ensure the human rights of LGBT people in areas such as labor relations, freedom of association and peaceful assembly, private and family life, education, healthcare, and sports, combating homophobia in the investigation of criminal offenses, including in the determination of punishment, etc.¹³

29 April 2010 The Parliamentary Assembly of the Council of Europe (PACE), following the CMCE, adopted two more documents, which are historic for the entire European community, regarding discrimination on the basis of sexual orientation and gender identity: Resolution 1728 (2010) and Recommendation 1915 (2010). Both of these documents, as well as the Recommendations of the Committee of Ministers, are aimed at ensuring civil equality for LGBT people and at ensuring measures to counter human rights violations, discrimination based on sexual orientation and gender identity, and hate crimes against LGBT people in the member states of the Council of Europe. In addition, these documents raised the issue of resolving the issue of same-sex partnerships in CE member states for the first time.

United Nations. 17 June 2011. Geneva. The Human Rights Committee adopted Resolution A/HRC/17/L.9/Rev.1 prohibiting discrimination on the basis of SOGI for the first time in the history of the United Nations.

2021 Political Declaration on HIV and AIDS as an example of how youth can participate in inter-level decision-making.

Presentation. Discussion

As the experience of many countries shows, the **vector of the HIV/AIDS epidemic can be changed**. Vigorous government action can turn the tide, especially in the early stages.

¹² Id.

¹³ ШАГ ВПЕРЁД, ДВА НАЗАД Положение ЛГБТ в Украине в 2010–2011 гг.

Analysis of the Declaration. *Work with cases.*

The trainers divide the Declaration into 6-10 parts.

Each group analyzes the part of the document that they have been given, answering the questions: "How will this position look and work at the local level? Who will do what?"

The participants of the training return to the "Full list of problems of youth related to HIV/AIDS", compiled during Session 2. They note which of the "main problems" were included in the Declaration.

The trainer summarizes the results. The main idea is that the operationalization of the position of a political document in real, concrete cases is a complex process that requires the participation of the direct recipients of services, in this case, LGBT youth.

2.3. Familiarize participants of the training with local and national processes in the field of HIV, including national and local (city) strategies and programs on HIV, institutions and tools responsible for addressing HIV among young people in the country, as well as with national processes for the formation of youth programs

The work is carried out in small groups of 2-3 people.

The material for discussion is the "Checklist for collecting information on activities aimed at LGBT youth in the country".

You can analyze both materials collected in different countries (for example, in one region: Eastern Europe and Central Asia), as well as materials collected in one country, but in different regions.

Each group takes information about one country/region, and analyzes to what extent work on the issue of HIV is actively being carried out there with LGBT youth.

Each small group summarizes the results of the situation they are discussing.

Encourage participants to be as creative as possible when presenting group work.

When summarizing the results of the session, you can compare in which country or region work is more active, which interventions are being implemented, and which of them are the most or least successful.

2.4. Familiarize participants with best practices for working with LGBT youth at various levels (state and municipal).

Main principles for working with LGBT youth. Discussion.

- Young people are heterogeneous. There is no single strategy to protect all young people from HIV infection
- Many adults see young people, especially adolescents, as a heavy burden. They are wrong. Young people are an incredibly rich resource. The fate of countries depends on the health and development of young people.
- It is not always easy, but it is vital that young people are closely involved in the planning, implementation and monitoring of HIV/AIDS prevention programs.

- Peer education and support are essential. Young people are a powerful force for change. Young people better understand each other's circumstances, trust the judgments of their peers, and respect their opinions.
- Too many issues are hushed up or simply ignored: the sex life of adolescents, the need for early sex education, violence against women and men who have sex with men, the sexual exploitation of girls and young women, the enormous inequality of women, the social and cultural norms that allow these realities to continue, etc. These issues need to be discussed.
- Better and more accessible youth-friendly services need to be provided in the fields of education, health and labor.
- Strong and visionary leadership at all levels of society is imperative for an effective response to the epidemic. There can be no age limit for leadership.

Small group work with cases

Each small group receives a description of a project, which can be considered as a best practice.

Tasks for each group:

1. Present the project to all the training participants.
2. Explain the positive and negative aspects.
3. Analyze the level of implementation of the project
4. Analyze the possibility of replicating it in other countries, regions, cities, and villages.

List of best practices (Appendix 4)

Local projects

1. Georgian NGOs called upon authorities to protect representatives of the LGBT community
2. Mobile application to ensure the access of women living with HIV to anonymous and confidential medical, legal, psychological, and social services
3. Dating service for transgender people
4. Social theaters
5. Start-up project for improving the quality of life, professional skills, and personal development of women living with HIV.
6. Electronic labor market designed to mitigate stigma and discrimination in employment for women living with HIV.
7. Shelter
8. Teenergizer
9. "Dance4life"

International projects

10. "Global Youth Mobilization"

11. Statement by regional networks of communities of the EECA region on priorities in the response to HIV and AIDS for the High-Level Meeting of the UN General Assembly on HIV and AIDS, 2021
12. "Social Networks and Mobile Applications for HIV Prevention" competition.

**Examples of manifestations of the political will of government leaders in support of
LGBT people**

13. United States President, Joe Biden, appoints Jessica Stern as U.S. State Department Special Envoy for LGBTQ Human Rights.
14. "I am gay, and this is not a hindrance": One of Macron's Ministers comes out.
15. The Netherlands will remove gender from identity cards.
16. Transgender woman elected mayor for first time in France.

SESSION 3. SCHEME OF COUNTRIES' INTERACTION WITH THE GLOBAL FUND (based on materials from the training "Global Fund in Focus: Observing, Participating, Influencing", ECOM, 2020)

Handouts:

5 sets of cards with the names of stages and steps in the cycle of a Global Fund project

Session objectives:

Familiarize participants with the Global Fund as the main source of funding for HIV/TB/malaria projects

Present the full cycle of interaction with the Global Fund from preparation of an application to project implementation

Discuss the current role and level of participation of representatives of the LGBT youth community at all stages of a country's interaction with the Global Fund

Session content:

3.1. Information about the Global Fund

The Global Fund is a partnership created to accelerate the end of the AIDS, tuberculosis and malaria epidemics. It mobilizes and invests over US \$ 4 billion a year to support programs in more than 120 countries around the world. Countries play a leading role in determining where and by what methods to combat the diseases. The Global Fund works in partnership with governments, civil society, communities, technical institutions, other funding agencies, the private sector and people affected by disease to support these programs.

The Global Fund is guided in its work by its current strategy for 2017-2022. The vision of the strategy is a world free from the burden of AIDS, tuberculosis and malaria, with better health outcomes for all people. The current strategy has 4 strategic objectives:

- Achieving maximum impact in the fight against HIV, TB, and malaria,
- Creating viable and sustainable healthcare systems,
- Promoting and protecting human rights and gender equality,
- Mobilizing a greater amount of resources.

The GF provides 21% of all international funding for HIV programs.

During the session, it is advisable to ask the participants if they know the history of their country's cooperation with the Global Fund: what projects were implemented (for what diseases, the implementation period, amount of funding), and what projects are currently being implemented. If the process of submitting an application for funding is ongoing in the country, ask whether the participants are aware of this, or if they have participated in it. Ask participants to share their experiences if they have any, or to discuss how they think the process of interaction between the country and the Global Fund is proceeding.

3.2. Full cycle of interaction with the Global Fund from the preparation of an application to project implementation. Practical exercise

The exercise is carried out in small groups (4-6 participants per group). Each group receives a set of cards with the names of the stages and steps in the cycle of a Global Fund project.

Group tasks:

1. Complete the "puzzle", that is, places the cards of steps and stages in the correct order. Indicate to participants that some steps can be carried out at all stages.

It is recommended that participants lay out the diagrams on flip chart sheets, which will then be placed on the walls of the room. It is desirable to be able to simultaneously see and discuss all the diagrams in one group.

2. Discuss and write on a flipchart sheet how representatives of LGBT youth can be involved in the country process of developing and implementing a Global Fund project. Ask participants to write at least 3 ideas for each stage.

The trainer discusses the results of the small group work. The groups take turns discussing and presenting their work. During the general discussion, ask the participants if there are any barriers/obstacles to community involvement.

3.3. The trainer makes a final presentation. After the presentation is over, invite the participants to ask questions and share their thoughts on the topic of the session.

In summing up the session, it is important to note that the Global Fund project cycle in a country includes several stages, including the development of a country application for funding and project implementation, as well as other various steps. Some steps must be taken at all stages, for example, conducting country dialogue.

It is important for LGBT youth activists to understand the logic of the process in order to participate at all stages and have an impact in the interests of the community.

How to participate in country dialogue?

- Inform the Country Coordinating Mechanism in writing of your intention to participate in the dialogue
- Establish an initiative group and conduct initial consultations
- Discuss the National Strategic Plan on HIV and Tuberculosis (or a similar document in your country) – what services are funded and for which groups, what needs are unmet
- Plan and organize follow-up consultations
- Document all discussions and recommendations
- In addition to priorities, discuss mechanisms for their implementation
- Strengthen advocacy capacity and internal governance systems within the community
- Take advantage of technical assistance opportunities from the Global Fund (for example, the Community, Rights and Gender Program <https://ecom.ngo/tech-support-srg>) and partner organizations
- Work with the Country Coordinating Mechanism to prepare the official documents for the application for funding
- Conduct budget advocacy to increase government funding for the National HIV Strategic Plan

SESSION 4. DEVELOPMENT OF A PLAN TO ACTIVATE WORK WITH LGBT YOUTH AT DIFFERENT LEVELS.

Handouts:

Local HIV response plans of the cities of Rubizhne (Ukraine) and West Hollywood (USA) (Appendix 6, 7)

Session objectives:

Analyze the municipal-level documents using the example of specific cities regarding the range of services, implementers, and coverage of participants.

Find out when services should be targeted specifically to LGBT youth, and in which cases the user is not important.

Based on the results of participation in the training, develop specific proposals for plans at the national, regional and local levels.

Session content:

4.1. Analyze municipal-level documents using the examples of the cities of Rubizhne (Ukraine) and West Hollywood (USA) regarding the range of services, implementers, and coverage. Small group work.

Participants of the training form small groups. Each group receives a document and analyzes it according to the following components:

- 1) Breadth of the range of services
- 2) Type of organizations providing services
- 3) Coverage of clients
- 4) Whether LGBT youth are indicated as clients

If the participants have plans for their regions or cities, it is advised to analyze them in the same way.

Representatives of each small group will present the results. The trainer sums up the results.

Clarify when services should be targeted specifically to LGBT youth, and in which cases the user is not important.

4.2. Based on the results of participation in the training, develop specific proposals for plans at the national, regional, and local levels. Small group work.

The training participants are grouped into 4 groups.

Each of them makes suggestions for:

1. Inter-level plan
2. National plan
3. Regional plan
4. Local plan

The discussion addresses how a specific area of work/service is transformed when moving from one level to another, and at what level it is advisable to start.

4.3. How or by what methods of advocacy is it possible to achieve the inclusion of developed proposals in government documents and their implementation?

Discuss with the participants specific steps they can take to complete the training, as well as what kind of help they may need and from whom.

The trainer sums up the work.

CLOSING SESSION

The trainer gives a closing speech, and provides a brief overview of the topics that were presented during the training. They emphasize that, during this event, topics were considered generally in order to form a common understanding and vision, and that participants can carry out further development and formation of skills through practice: participation in the preparation and implementation of a project, including Global Fund projects, advocacy campaigns, and in representing the interests of the community.

The trainers ask the participants to provide feedback (it is preferable that each participant has a chance to speak). The trainer independently chooses an exercise for reflection (depending on the number of participants and group dynamics). Below is a sample list of questions for discussion:

- How do you feel after the training?
- Did the training meet your expectations?
- What went well, and what could have been better?
- How will the knowledge and skills gained during the training help you in your activities and activism?

After gaining feedback from the participants, ask them to fill out the post-training questionnaire (Appendix 8).

Present certificates of participation in the training (if applicable).