



CARIBBEAN FORUM
FOR LIBERATION
AND ACCEPTANCE
OF GENDERS AND
SEXUALITIES

50

Lessons Learned

Caribbean LGBTQI Leadership Academy
Pilot Programme

SUMMARY

The Caribbean Forum for Liberation and Acceptance of Genders and Sexualities (CariFLAGS) has conducted a pilot for the Caribbean LGBTQI Leadership Academy (the Leadership Academy), with financial support provided by the Caribbean Vulnerable Communities Coalition (CVC) from the Global Fund regional grant programme and COC Netherlands through their PRIDE Programme. Through the establishment of the Leadership Academy, CariFLAGS aims to increase the effectiveness and quality of targeted advocacy throughout the Caribbean by developing the capacity of a cohort of activists to participate in meaningful ways in the planning, implementing and monitoring of interventions and policies to advance LGBTQI rights in the region. The Leadership Academy is a mechanism for a regional approach to training and mentorship that encourages strategic approaches, accountability and the access of activists to participatory and decision-making spaces at the national and regional levels. The objectives are to deliver direct training and mentorship to established and emerging activists in order to:

- Develop a curriculum and facilitators' guide for training participants in the Caribbean LGBTQI Leadership Academy;
- Strengthen the capacity of existing and emerging LGBTQI leaders in the Caribbean region through face-to-face and virtual engagements;
- Provide opportunities for networking and forming a shared vision.

A COMPREHENSIVE ASSESSMENT AND EVALUATION WAS COMMISSIONED TO ASSESS THE IMPLEMENTATION AND THE PROGRESS TOWARDS THE ACHIEVEMENT OF THE PROJECT'S OBJECTIVES. THE EVALUATION WAS GUIDED BY THE FOLLOWING QUESTIONS:

- What has been the overall impact of the Caribbean LGBTQI Leadership Academy project in the Caribbean region and for participants?
- To what extent has the project fulfilled its expected results?
- What have been the key challenges to implementation of project activities and how can these be addressed in the future?
- Which project activities have contributed to achieving results, and which, if any, have not?
- To what extent does the design and implementation of project activities promote their sustainability?
- Are there any promising practices that can be replicated or sustained?
- What lessons can be learned from the project experience?

The sources of data for the evaluation included the project concept note and proposal to CVC, background documents, reports on the residential sessions, the curriculum guide for delivery of the course materials, and interviews conducted with nine stakeholders from five countries.

KEY FINDINGS

- Over the project term, CariFLAGS successfully implemented the following activities:
- Delivery of two residential and three online sessions to a total of 12 participants from six countries;
- Development of a curriculum and facilitators' guide.

The CariFLAGS Leadership Academy project complements and adds value to regional projects and national efforts to strengthen and promote LGBTQI rights. Peer networking, information sharing and capacity building provide opportunities for activists facing similar challenges to learn from each other's experiences. In this way, the training is an important approach to building the capacity of front-line LGBTQI leaders for meaningful, effective and results-based civic participation. Practical tools such as the curriculum guide are important additions to regional efforts that may enable activists and their organisations to deliver more effective advocacy interventions, in some cases involving

collaborative approaches.

PARTICIPANTS WERE STRONGLY SUPPORTIVE OF CARIFLAGS'S EFFORTS AND HAVE PRAISED THE HIGH QUALITY OF THE TRAINING SESSIONS. THEY IDENTIFIED THE FOLLOWING, AMONG OTHER THINGS, AS PARTICULAR STRENGTHS:

- CariFLAGS is adept at bringing together activists from different country contexts and across LGBTQI sub-groups for constructive and respectful engagement. Safe spaces for this kind of interaction do not otherwise exist at the regional level.
- Residential sessions are uniquely effective spaces for networking and relationship-building between activists. The Leadership Academy provides activists with a safe space where they can share and discuss LGBTQI priorities and challenges to activism but also increase their understanding of the Caribbean regional context and thus better grasp the feasibility of political action within their respective countries as well as at the regional level.
- The Leadership Academy is an innovative and practical approach that can be leveraged, in a more formal and structured way, to develop concrete strategies to achieve progress on common issues for LGBTQI activists from the six participating countries.
- The requirement that participants commit to a three-year period is a strong signal of CariFLAGS's expectations, and participants are asked to demonstrate their commitment by completing assignments and seeking out opportunities to apply the new knowledge and skills to their advocacy efforts. This is a good foundation that CariFLAGS should build on by providing opportunities for collaborative regional action and for integrating promising and interested new leaders into the regional LGBTQI leadership and decision-making spheres. This, in turn, would provide an opportunity to diversify and strengthen the Caribbean voice within the LGBTQI community in regional and international settings. Several of the participants interviewed for this evaluation expressed interest in being more involved in regional-level efforts. The better the participants understand national and regional contexts, they better they will be able to navigate this landscape more effectively and to identify and leverage, in a more organic way, possibilities for strategic collaboration with counterparts across the region.

Beyond these strengths of the overall approach, there is significant evidence that the Leadership Academy has contributed to increased self-awareness, self-efficacy and leadership capacity among the participating activists themselves. Peer learning, networking and information sharing provide opportunities for activists facing similar challenges to learn from each other's experiences. Participants have identified the following outcomes:

- An increased understanding of the range of actions available to them, of how they can make strategic decisions in this regard, and of their capacity to contribute to actions and discussions on LGBTQI rights;
- Strengthened or new relationships between activists, with the sharing of information and experiences adding a practical dimension to the training sessions. Many participants identified peer-learning as the most valuable aspect of the Leadership Academy;
- A reframing of narratives on LGBTQI rights in a more positive way as a result of a better understanding of LGBTQI experiences and of international human rights law;
- An increased awareness of the problem and of proposed solutions;
- Greater salience and increased importance being assigned to LGBTQI rights and to efforts to promote and protect these rights;
- Changed attitudes or beliefs held about the rights, experiences and capacities of particular sub-groups, such as transgender people. Similarly, a transgender participant reported that they had not previously had the opportunity to work with people who identify in diverse ways across the LGBTQI spectrum;
- An increase in the number of individuals who can be counted on for support, advocacy or action on an issue.

RECOMMENDATIONS:

Moving forward, the successes of the Leadership Academy pilot can be built on to strengthen key areas in the second phase of the project. CariFLAGS can explicitly articulate a theory of change to better define the role of the Leadership Academy in strengthening the quality of LGBTQI activism in the region by developing new leadership. Such an articulation will better contextualise the Leadership Academy for stakeholders including CariFLAGS members, funding partners and Leadership Academy participants and thus improve their understanding of the value of the Leadership Academy in strengthening regional efforts to promote LGBTQI rights. This will enable better understanding of the outcomes that can be expected from supporting or participating in the Leadership Academy, engender stronger alignment between the goals and activities of these stakeholders, and raise the profile of the Leadership Academy.

With regard to the implementation of the Academy, the following recommendations should be considered:

- If possible, continue to include participants from Spanish-, French- and Dutch-speaking Caribbean territories. In order to do so, CariFLAGS may need to provide technical support (translations of materials and content, in addition to simultaneous interpreters) to non-native speakers of English to enhance the quality of their engagement and increase their sense of ownership of the programme. Some participants suggested that CariFLAGS could facilitate the participation of activists in intensive (short-term, online) language courses prior to their enrolment in the academy.
- Pursue collaboration with regional educational and capacity-building organisations working to promote LGBTQI rights in order to achieve a deeper understanding of regional and national dynamics and to explore partnership opportunities. As CariFLAGS moves to institutionalise the Leadership Academy, it would benefit from consultations with educators to refine its materials and delivery mechanisms. That could include the development of course rubrics and a clear identification of the competencies being targeted and the outcomes expected. A standardised approach can ensure an alignment of expectations with participants, CariFLAGS member organisations and other stakeholders. Assignments should be designed to move participants through a practical approach to working together on common priority issues. Networking and relationship building, which participants identified as important outcomes, can be harnessed by supporting collaborative approaches to address shared challenges. Multi-country projects should align with the CariFLAGS regional strategy and move it forward, should enable a better understanding of the value of multi-country efforts in the Caribbean, and should provide practical guidance in terms of how to plan and manage such efforts and how to work effectively at the regional level. Project approaches should enable the strengthening of key skills such as project design, budgeting and costing, proposal writing, and monitoring and evaluation.

BACKGROUND

As an organisation and an informal coalition of actors, CariFLAGS has a 20-year history of communication and collaboration, contributing during this period to the strengthening of LGBTQI communities in the Caribbean and to the achievement of incremental but significant gains in terms of building a regional movement. Stronger coordination is required, particularly in the areas of capacity building, organisational development and a region-wide mobilisation of resources. A key challenge for the LGBTQI movement in the region is to generate and sustain the leadership talent needed to achieve long-term social-change objectives. Movement-building efforts must consider not only community mobilisation and organising but also accountability and a strategic and efficient use of human and other resources, particularly for leadership and sustainability.

CARIBBEAN LGBTQI LEADERSHIP ACADEMY

CariFLAGS seeks to facilitate greater coordination, knowledge-sharing and peer learning among a mix of existing and emerging leaders and activists in order to promote more effective advocacy, movement building and accountability efforts. The Caribbean LGBTQI Leadership Academy achieves this by providing training and mentorship support for activists in the region who are working with – and for the advancement of equal rights for – those who identify as LGBTQI. The Leadership Academy employs a combination of face-to-face (residential) retreat-style activities and virtual-learning (online) sessions as core methodologies for skills building, in addition to coaching and mentoring that takes place before, between and after the residential gatherings.

Capacity building is expected to increase the quality and effectiveness of targeted advocacy, encourage strategic thinking and reinforce accountability efforts. In the process, it widens activists' access to participatory and decision-making spaces at the national and regional levels. This should expand the cohort of activists who are able to take part in decision-making activities with regard to the planning, implementing and monitoring of interventions and policies to advance LGBTQI rights. Strong leadership will ensure more a meaningful participation of communities in the HIV response, thereby promoting sustainability and the advancement of the equal rights for LGBTQI at the national and regional levels.

PROJECT OBJECTIVES

The objectives of the Caribbean LGBTQI Leadership Academy are:

- To strengthen the capacity of existing and emerging LGBTQI leaders within the key population networks in working with and for LGBTQI communities to create and sustain organisational effectiveness towards the achievement of strategic and organisational goals;
- To build the capacity of regional members in terms of advocacy to facilitate the development of a regional LGBTQI Advocacy Plan which will support country-specific advocacy plans around social change towards equality and inclusiveness of key populations;
- To equip participants with meaningful skills to integrate relevant topics and methodologies from the training into their existing leadership, advocacy and community-support programmes and decision-making activities with regard to the planning, implementation and monitoring of interventions and policies to advance equal rights for LGBTQI people;
- To establish a shared learning tool for those involved in LGBTQI organising;
- To provide opportunities for networking and forming a shared vision;
- To further build a regional LGBTQI movement, ensuring community building, advocacy and civic and political participation.

ACTIONS UNDERTAKEN TO MEET THE OBJECTIVES

In order to achieve the above-mentioned objectives, CariFLAGS has:

- Engaged a curriculum-development consultant to design and deliver the content for two residential and three online sessions.
- Facilitated more than 60 hours of training for 12 participants from six countries (Belize, Dominican Republic, Guyana, Jamaica, Suriname, and Trinidad and Tobago). This has included two 3-day residential training sessions held in Guyana and Suriname, and 12 hours of online virtual sessions.

EXPECTED RESULTS

The following results were expected to have been achieved by the end of the pilot programme:

- At least 12 LGBTQI leaders would have undergone capacity building through the Caribbean LGBTQI Leadership Academy;
- An LGBTQI coaching and mentoring programme would be established;
- A sub-regional LGBTQI Advocacy Plan would be developed and shared at a high level gathering of duty bearers;
- LGBTQI leaders would have engaged in human rights advocacy at the national, regional and international levels;
- The participation of activists in decision-making processes would have increased with regard to the planning, implementation and monitoring of interventions and policies to advance LGBTQI rights;
- The quality and effectiveness of targeted advocacy, strategic thinking and accountability would have increased.

IMPLEMENTATION ARRANGEMENTS

The management of the Leadership Academy is the responsibility of the CariFLAGS secretariat and more specifically of the Regional Programme Manager. Some monitoring-and-evaluation support is available as a result of co-location of the CariFLAGS Secretariat with the offices of the Society Against Sexual Orientation Discrimination (SASOD) in Guyana.

EVALUATION OBJECTIVES AND METHODOLOGY

CariFLAGS commissioned an independent evaluation of the pilot phase of the Leadership Academy programme. The evaluation assessed the progress with regard to the implementation of the planned activities and the achievement of expected results, as well as to how these activities and the related outputs have contributed to progress towards the realisation of the project's objectives. Specifically, the evaluation considered:

- The overall impact of the project both in the Caribbean region as a whole and in each of the participating countries individually: Belize, Dominican Republic, Suriname, and Trinidad and Tobago;
- The extent to which the project has fulfilled its expected objectives;
- The key challenges to implementation and how these can be addressed in the future;
- The project activities that contributed to achieving results and those, if any, that did not;
- The sustainability of project activities with respect to their design and implementation;
- The promising practices that can be replicated or sustained;
- The lessons that can be learned from the project experience.

EVALUATION METHODOLOGY

This evaluation employed both primary and secondary data-collection methods to gather the information needed to address the evaluation questions and sub-questions.

DATA COLLECTION: Data were collected between January and February 2018 by means of virtual interviews held in six countries.

DOCUMENT REVIEW AND ANALYSIS: The consultant reviewed the following documents:

- Report on the first Residential Training (Guyana)
- Final Facilitator's Report – Suriname
- Rapporteur's Report – Suriname

- CariFLAGS Sub Award Report November 2017
- CariFLAGS Sub Award Report December 2017
- Terms of Reference for the Curriculum Consultant
- Caribbean LGBTQI Leadership Academy Curriculum
- Concept note on the LGBTQI Leadership Academy pilot programme
- CariFLAGS proposal to CVC

The document review resulted in a description of activities, implementation status, bottlenecks and challenges.

INTERVIEWS WITH KEY STAKEHOLDERS: The consultant conducted individual interviews in order to complement the information gained from the review of documents and to fill in any gaps in that information. The stakeholders interviewed represented the following countries: Belize, Dominican Republic, Guyana, Suriname, and Trinidad and Tobago. With the goal of ensuring a diverse range of perspectives, including those of women and transgenders, key informants were selected to inform the evaluation. A total of nine interviews were conducted by skype or telephone. All interviewees received information on the purpose and nature of the evaluation. They were informed that their participation was voluntary and that any information provided would not be reported in such a way that it could be attributed to specific individuals.

EVALUATION PROCESS

PRELIMINARY FINDINGS REPORT: A report on the preliminary findings was developed following an initial series of interviews with nine stakeholders. That report was reviewed by the CariFLAGS Secretariat.

EVALUATION REPORT: The final evaluation report incorporates feedback from the stakeholder review of the preliminary report.

EVALUATION LIMITATIONS: The data collection focused on stakeholders directly involved with the Caribbean LGBTQI Leadership Academy. The interviews focused on activists who attended the Leadership Academy sessions and who were therefore more likely to express their support for both the CariFLAGS approach and the project's objectives. It would have been useful to explore the needs and perspectives of activists who had not engaged with the Leadership Academy and CariFLAGS, as this could provide a better understanding of the value

and effectiveness of the approach.

Because the evaluation was necessarily limited in its scope, the potential for spillover effects in the wider Caribbean is not well examined by this evaluation, nor is it able to provide the perspectives of activists not directly involved in the Leadership Academy. Taking such a broader approach would have been beneficial for a fuller understanding of the project's effectiveness and impact.

EVALUATION FINDINGS

PROGRESS TOWARDS THE EXPECTED RESULTS

CAPACITY BUILDING FOR AT LEAST 12 LGBTQI LEADERS THROUGH THE CARIBBEAN LGBTQI LEADERSHIP ACADEMY.

12 LGBTQI leaders completed two residential and three online sessions for the requisite 60 hours of training. A total of 17 leaders had been accepted for the Leadership Academy: five from Guyana and two from each of six other countries. One prospective participant could not attend because of work obligations, the Haitian participants were unable to travel to the first residential because of the hurricane, and one participant from the Dominican Republic was denied entry to Guyana.

It is too early at this stage to meaningfully measure whether the participants' capacity has been built.

ESTABLISHMENT OF AN LGBTQI COACHING AND MENTORING PROGRAMME

This has not yet been achieved. Informal coaching and mentoring relationships may have developed organically from deepened connections between participants, organisers and facilitators of the Leadership Academy. Some participants have received coaching and mentoring from the facilitator and CariFLAGS staff, but a formal approach that enables all participants to participate in a structured way is to be developed.

DEVELOPMENT AND SHARING OF A SUB-REGIONAL LGBTQI ADVOCACY PLAN AT A HIGH-LEVEL GATHERING OF DUTY BEARERS

This has not been achieved. Following discussions with CVC, plans may be underway for a facilitated regional session to develop the advocacy plan.

ENGAGEMENT OF LGBTQI LEADERS IN HUMAN RIGHTS ADVOCACY AT THE NATIONAL, REGIONAL AND INTERNATIONAL LEVELS

This has not been fully achieved. All of the participants interviewed reported their continued engagement in human rights advocacy within their respective national

contexts. This indicator will need to be assessed over a longer term, and the scope of engagement will need to be better defined.

INCREASED PARTICIPATION OF ACTIVISTS IN DECISION-MAKING PROCESSES WITH REGARD TO THE PLANNING, IMPLEMENTATION AND MONITORING OF INTERVENTIONS AND POLICIES TO ADVANCE LGBTQI RIGHTS

This indicator will need to be assessed over a longer term.

INCREASED QUALITY AND EFFECTIVENESS OF TARGETED ADVOCACY, STRATEGIC THINKING AND ACCOUNTABILITY

All of the participants interviewed reported improved self-efficacy and strategic thinking. This indicator will need to be assessed over a longer term.

PROGRESS TOWARDS ACHIEVING THE OBJECTIVES

TO STRENGTHEN THE CAPACITY OF EXISTING AND EMERGING LGBTQI LEADERS WITHIN THE KEY POPULATION NETWORKS IN WORKING WITH AND FOR LGBTQI COMMUNITIES TO CREATE AND SUSTAIN ORGANISATIONAL EFFECTIVENESS TOWARDS THE ACHIEVEMENT OF STRATEGIC AND ORGANISATIONAL GOALS

- This objective has been achieved within the areas and skills targeted by the curriculum. There was general agreement among participants in the pilot that capacity gaps remain in areas related to resource mobilisation, including proposal writing and project development. If sessions to address these areas are added to the Academy's curriculum in the future, members of the pilot cohort should be invited to participate virtually.
- All participants reported utilising specific new skills to increase their efficacy within their respective organisations, with a majority pointing to a better understanding of emotional intelligence as a key outcome that has improved their personal and professional interactions. They were less clear about how this will translate into improved organisational effectiveness. Coaching and mentoring would, of course, help to sustain the new approaches in the long term. It would also be useful to support conversations around developing and refining strategic and organisational goals, as considering these in a group setting might set the stage for activists to consider the role of their organisations within a wider regional context.

TO BUILD THE CAPACITY OF REGIONAL MEMBERS IN TERMS OF ADVOCACY TO FACILITATE THE DEVELOPMENT OF A REGIONAL LGBTI ADVOCACY PLAN WHICH WILL SUPPORT COUNTRY-

SPECIFIC ADVOCACY PLANS AROUND SOCIAL CHANGE TOWARDS EQUALITY AND INCLUSIVENESS OF KEY POPULATIONS

- Advocacy plans have not been developed in this stage of the project. The curriculum included advocacy-specific training, which participants found useful to varying degrees. Some participants suggested that the Academy missed opportunities to advance this objective by means of more relevant assignments that could have initiated advocacy-related projects or allowed for a consideration of effective advocacy approaches within real-world contexts.

TO EQUIP PARTICIPANTS WITH MEANINGFUL SKILLS TO INTEGRATE RELEVANT TOPICS AND METHODOLOGIES FROM THE TRAINING INTO THEIR EXISTING LEADERSHIP, ADVOCACY AND COMMUNITY-SUPPORT PROGRAMMES AND DECISION-MAKING ACTIVITIES WITH REGARD TO THE PLANNING, IMPLEMENTATION AND MONITORING OF INTERVENTIONS AND POLICIES TO ADVANCE EQUAL RIGHTS FOR LGBTQI PEOPLE

- The training in some skills sets was well received, with participants highlighting the impact of the emotional intelligence module, while other modules, such as the art of facilitation, were considered too basic and unnecessary. Participants were particularly influenced by the sessions on emotional intelligence and felt that they were able to apply what they learned in this area to real-life situations. One participant spoke of feeling more in control of their reaction to stressful situations and of better understanding the need to be strategic in how they engaged with people who are homophobic.
- Many participants wanted more attention given to concrete organisational development skills such as financial management.
- In many cases, training did not teach new methodologies or approaches but provided a theoretical framework for established ways of working. In this way, it served as a confidence booster, particularly for those activists who had had little prior formal training.

TO ESTABLISH A SHARED LEARNING METHODOLOGY FOR THOSE WORKING WITH AND FOR THE LGBTQI COMMUNITY

- The curriculum and facilitators' provides a basis for achieving this objective, and the stakeholders recognise its value. A clear articulation of – and consensus-building around – leadership competencies could help to establish a baseline regional standard for leadership in the LGBTQI movement.
- CariFLAGS could also develop a catalogue of courses that the LGBTQI community can access to develop

baseline competencies.

- The clear added value of CariFLAGS' efforts is that the methodology and competencies are grounded in the Caribbean context. The current form of the curriculum guide could be improved by including clear links to the Caribbean context through the development of Caribbean case studies that allow learning from real experiences, efforts, interventions, challenges and approaches. It is important to accommodate the needs of all participants to ensure that they are getting the most from the class. The pilot programme was able to incorporate the participants' respective personal backgrounds into the learning experience through discussions and debates during the residential sessions. CariFLAGS should consider improving the accessibility of this methodology for low-literate people and non-native English speakers by utilising video and audio technology and by translating curriculum materials. The inclusion of different learning mediums to accommodate different learning styles – in both online and face-to-face sessions – would also improve the participants' experiences and enable greater diversity in the cohorts.
- Participants felt that valuable learning took place outside of the facilitated sessions through the sharing of information and experiences among members of the cohort. This demonstrates the value of bringing together people with differing levels of experience.
- The face-to-face sessions provided a safe, comfortable space for exploring new learning and for connecting with people over shared experiences.
- Online sessions were considered by participants to be less effective as a result of connectivity challenges and because they did not allow for the same type of interaction. Many participants felt that they did not provide a full learning experience.

TO FURTHER BUILD A REGIONAL LGBTQI MOVEMENT ENSURING COMMUNITY BUILDING, ADVOCACY AND CIVIC AND POLITICAL PARTICIPATION

- The Leadership Academy clearly has a role to play and demonstrated the utility of supporting face-to-face interactions between activists to build a community of practice built on shared experience, shared language, etc. CariFLAGS needs to determine how it will support activists in building on the interpersonal relationships that were developed in order to translate these into clear outcomes related to community building and participation. Well-thought-out assignments could be a first step, and

it would also be important to design a coaching-and-mentoring programme to support attention for these outcomes over the long term. This should include opportunities to work with and on behalf of the CariFLAGS Secretariat.

- Participants, including transgender activists, pointed to the potential for the face-to-face sessions to increase understanding regarding specific LGBTQI contextual differences and to diminish competitiveness between activists and organisations. Sharing an experience as a cohort can help participants to understand other points of view and develop effective ways to explore collaboration and working as a wider community: "Everyone in the cohort has something to be contribute," and "together, we are a force to be reckoned with."

TO DEVELOP A CURRICULUM AND FACILITATORS' GUIDE FOR TRAINING PARTICIPANTS IN THE CARIBBEAN LGBTQI LEADERSHIP ACADEMY

- This objective can be considered to be achieved. It is nevertheless recommended that CariFLAGS seek to have the curriculum reviewed by education professionals in the Caribbean, including at institutions such as the University of the West Indies (UWI). The curriculum and facilitators' guide could also benefit from being more strongly grounded in the Caribbean context, which would also help to make it less theoretical. Again, consider the earlier recommendations related to improving access for low-literate and non-native English speakers.

TO PROVIDE OPPORTUNITIES FOR NETWORKING AND FORMING A SHARED VISION

- Participants considered the opportunities provided for relationship building and networking to be a strength of the approach. They acknowledged the value of having a wide range of participants, also with regard to peer learning that took place between seasoned and less experienced activists. Although all participants were working towards advancing LGBTQI rights, there were important differences in their respective areas of focus and the contexts within which they worked. While participants had ample time to network in an informal way, there was little evidence of a structured approach to promoting the formation of a shared vision and to translating networking into real possibilities for collaborative work. This does not mean that providing a safe, nurturing space for engagement between peers cannot be as effective, or even more so, in achieving this objective.
- CariFLAGS should develop an approach to promoting

networking and the formation of a shared vision within the current cohort. Mechanisms for doing so should include the use of existing social media platforms that the cohort is using to stay connected, the inclusion of cohort members on CariFLAGS delegations or support teams for regional activities such as workshops and trainings, and the articulation of common positions on issues.

ASSESSMENT OF THE LEADERSHIP ACADEMY

CONTENT AND DESIGN

- The content for the curriculum guide was finalised only after it had been delivered during the pilot, so there may be some difference between what was reviewed for this evaluation and what was actually delivered in the sessions.
- The course content is consistent with that of other leadership-development programmes. As it is quite generic, however, the content could be more effective and practical if it were tailored to the Caribbean context.
- In general, the participants reported that they felt the content was pitched at an appropriate level and covered a wide array of topics that are required to build leadership and organisational capacity. The session on emotional intelligence was especially impactful, while the virtual session on the art of facilitation was least appreciated. Although the participants had several opportunities to provide feedback on the content, a pre-course needs assessment or quiz could provide useful information to guide the content development.

RESIDENTIAL SESSIONS

- In general, the participants were very satisfied with the residential sessions. There was some difficulty in terms of finalising dates for the first session, and that may have contributed to some participants being unable to attend. This was particularly a challenge for the participants who worked and had to set aside time to engage in their activism work. Adequate time was needed to arrange for time-off and to manage other issues while they were away.

ONLINE SESSIONS

- Connectivity and timing were constraints on the ability of participants to attend and fully engage in online

sessions. A key benefit of the residential programme is that participants were not distracted by competing priorities. Several participants were unable to attend online sessions because of other commitments. Many noted that they did not feel as comfortable asking questions in online sessions and that there was little room for discussion.

- International experience suggests that online sessions can be as effective as in-class experiences and may even be more effective both in fostering self-discipline and in providing the flexibility and convenience that many adult learners need.
- Online education is a proven method to develop learning that is enhanced by the use of tools to encourage communication, such as discussion groups, collaboration software and social learning methods. Learning activities such as set readings, recorded videos, and assignments that teach participants outside of the classroom setting to take the initiative in their approach to learning, set their own deadlines, work on self-motivation and collaborate across organisations and countries. Online components therefore offer the potential to teach and reinforce the practical application of theoretical concepts.

DELIVERY

- Participants were pleased with the quality of the facilitation during the residential sessions. The main facilitator was seen as being knowledgeable, personable and effective in setting boundaries and establishing standards while maintaining an atmosphere in which participants felt comfortable to engage fully.
- Some participants would like to have seen expert guest lecturers brought in for some key content areas.
- The delivery of the training and the assignments in English was a limiting factor for non-native English speakers. If the Leadership Academy seeks to include non-native English speakers, some type of support should be built into the programme, including giving participants the option of submitting their assignments in their native language. The curriculum materials, including the guide, could also be made available in multiple languages.
- The written assignments were seen as tedious but nevertheless effective in promoting responsibility and respect for the Leadership Academy. The respondents agreed that this could also be achieved with more practical and relevant assignments and areas of focus.

LESSONS LEARNED & GROWTH POTENTIAL TO GUIDE THE FURTHER DEVELOPMENT OF THE LEADERSHIP ACADEMY

The key recommendations relate to formalising and standardising elements of the Leadership Academy in order to increase its potential to achieve its objectives, to establish leadership standards and to sustain demand:

- Develop a standardised application process, application template and manual for participants. These should include clear communication about session dates, expectations for participation, grading system and deadlines, and requirements for earning the certificate.
- Provide participants with pre-meeting support and reading materials as necessary, including those who are non-native English speakers and those with less experience with formal education.
- Carefully select the topics for the online sessions, given the constraints of this medium on the participants' interaction and their ability to ask questions. Consider approaches to strengthen/ensure the engagement with the material presented in online sessions, such as having groups of participants from the same country come together to participate in the online session and form a discussion group.
- Consider ways to make assignments more relevant to the participants' work, more supportive of the practical application of learning or more open to supporting creative approaches. As the Leadership Academy is geared towards practitioners, the approach should emphasise as much as possible the practical application of the theory and skills learned. The assignments were considered too academic for some participants, who instead proposed doing a practical assignment such as developing a funding pitch or taking a collaborative approach to tackle a common issue. These assignments could initiate a collaboration that can be carried forward beyond the Leadership Academy.
- Institutionalise feedback mechanisms to collect feedback on a daily basis during teaching sessions and for other key activities. Although several opportunities were built into the agenda for participants to provide feedback, there was no confidential, formal mechanism that allowed participants to evaluate their experience.
- Develop a long-term mentorship and engagement

strategy for each cohort. This is particularly important since many participants pointed to challenges in their professional and personal lives that were real constraints on their ability to engage with the Leadership Academy and, more generally, as leaders in the regional movement. Providing a supportive peer and mentor network was seen as an approach that would help LGBTQI activists overcome the wide range of challenges they face.

- Reach out to other regional training programmes that have been established over the years for support and to be able to learn from their experiences. Examples include the Doctorate of Public Health programme at University of the West Indies, other leadership-development programmes for the LGBTQI community, PAHO leadership development programmes, and the assessments of the Caribbean Health Leadership Institute (CHILI) programme. Having experts in the field and educators review the curriculum would be valuable in terms of refining the content.
- Develop a list of Caribbean LGBTQI leadership competencies as a theoretical framework for the curriculum and training methodology, as a means of continuing the engagement of leaders participating in the programme, and to help identify and nurture a pool of competent leaders who can effectively engage in decision-making and planning, implementing and monitoring efforts to promote LGBTQI rights and the regional HIV response.
- Develop an outreach programme to publicise the Leadership Academy's approach and achievements in order to build awareness and create/sustain a wider demand among activists.

CONTACT DETAILS OF THE ORGANISATION

CARIFLAGS

DANE LEWIS, REGIONAL PROGRAMME MANAGER

E-MAIL: CARIFLAGSSECRETARIAT@GMAIL.COM

Lessons Learned Publications in this Series:

49. Engaging Micro Finance Institutions with LGBTI Communities: A Practical Guide Based on Micro Rainbow International's Experience in Cambodia
48. The South African Police Service's Dignity, Diversity and Policing Project: The Promotion And Protection Of Human Rights, Dignity & Safety For All.
47. As the Court Pleases: An Assessment of Advocacy Strategies for Strategic Litigation.
46. An analysis of the engagement with and progress made at the African Commission on Human and Peoples' Rights: A Kenyan activist's perspective
45. Advocacy and Policy Engagement by Ishtar-MSM in Nairobi (Kenya)
44. Service Delivery and Uptake for MSM and MSW at the Ishtar-MSM Wellness Community Space in Nairobi (Kenya)
43. Raising awareness of stakeholders and mobilization of transgender and intersex communities
42. LGBTI refugee programme
41. Advocating against draft anti-LGBT legislation in Kyrgyzstan
40. Integrated Training for Health Care Providers in South Africa
39. A comparison of urban and rural LGBT support groups in Botswana
38. Identifying gaps to focus on in future work through community dialogues with law enforcement, healthcare workers, students and rural villages in Lesotho
37. Creating access to health services for LGBT Community in primary health care settings in the four regions of Swaziland.
36. Lessons learned at Equidad's HIV/STI testing centres for MSM in Ecuador
35. Raising awareness in the face of ignored deficiencies in the National Police Force of Panama
34. Safety for human rights advocates and defenders in the Central American context
33. Health Care Providers' sensitization and capacity development; and community mobilization through arts and theatre in Lusaka (Zambia)
32. Moving beyond individual counselling of LGBTI people to address central psychosocial issues on community level in Tshwane (Pretoria)
31. Bonela Challenging structural barriers through the Gender and Sexual Minority Rights Coalition in Gaborone (Botswana)
30. CEDEP Advocacy Approaches in Malawi
29. GALZ Lessons learnt amongst MSM in the uptake of Male Circumcision (Zimbabwe)
28. Uptake of Post-Exposure Prophylaxis (PEP) by Men who have Sex with Men in Tshwane (Pretoria).
27. OUT's Peer Education Programme for MSM / LGBT's in Tshwane, Pretoria
26. The Pink Ballot Agreement
25. Peer Education Programme (Malawi)
24. Schorer Monitor
23. Health, culture and network: Interventions with homosexuals living with HIV/AIDS at Rio de Janeiro polyclinics
22. Telling a story about sex, advocating for prevention activities – informational materials about safe sex and harm reduction for gay men and MSM from 14 to 24 years.
21. Mainstreaming of LGBTI/MSM/WSW issues in all areas of service provision: Empowering Service Providers and Policy Makers in Botswana through trainings
20. Now we are talking! – Developing skills and facing challenges.
19. Towards a Comprehensive Health Care Service Model for Transgender People in Ecuador
18. Comparative analysis and account of the outreach process to implement a method to change behaviors of youngsters with homo/lesbo erotic feelings in Costa Rica
17. Methodology for behavioral change in teenagers with same sex feelings, from the Greater Metropolitan Area, in Costa Rica
16. Breeding Ideas: building up a young peer educators' network.
15. Prevention Images: notes about a photography workshop with young MSM and people living with HIV/AIDS in Rio de Janeiro
14. Advocacy campaign to prohibit hate lyrics targeted at men having sex with men during a dance hall concert in Suriname.
13. Interactions between young multipliers and young gays and bisexuals in internal and external activities in Rio de Janeiro (Brazil).
12. Information Stands: Prevention Project aimed at young gay men from Tegucigalpa (Honduras)
11. Ndim'lo (This is me) Photovoice with lesbian and bisexual women in the Western Cape, South Africa
10. Me&3 Campaign for lesbian and gay individuals in Pretoria (South Africa)
9. Sensitization of the National Police by transgender organizations in Ecuador
8. Exercising 'Knowledges': Implementing training and prevention activities.
7. Public Incidence Activities: In search of public spaces accessible to teenagers with same sex feelings in the Greater Metropolitan area of Costa Rica. "Specific Case: Incidence with the National Institute for Women - INAMU - Costa Rica"
6. My body, your body, our sex: A Sexual Health Needs Assessment For Lesbians and Women Who Have Sex With Women, Durban, South Africa
5. Working with buddy groups in Zimbabwe
4. 'MAN TO MAN', a joint approach on sexual health of MSM in the Netherlands via the Internet
3. Lessons learned from project "Visual information on sexual health and the exercise of citizenship by the GLBTI beneficiaries of the Organization in Quito, Ecuador".
2. Coffee afternoons: Prevention Project aimed at young gay men from Tegucigalpa (Honduras)
1. Womyn2Womyn (W2W) quarterly open day, for lesbian and bisexual (LB) women at the Prism Lifestyle Centre in Hatfield, Pretoria (South Africa)