

The background of the entire page is decorated with numerous triangles of various colors, including red, yellow, green, blue, orange, and purple. These triangles are scattered across the white background, some pointing upwards and some downwards, creating a vibrant and abstract pattern.

The others is us

Booklet

Best Practice Examples in LGBT+ inclusive education

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Erasmus+

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Contents

1. Introduction. The other is us! Who? Why? What?	1
2. How to use this Booklet?	4
3. Best practice examples	6
4. Partner organizations	32

The others is Us!

In a nutshell

The project “The Others is Us” was an international seminar, realized within the frames of Erasmus+ programme. It was designed to raise competences of youth educational workers, in the field of antidiscrimination education and human rights, with a focus on LGBT + topic, in relation with schools. The seminar took place in Łódź, Poland between 13th and 18th June 2016 and gathered 20 participants from 8 European countries. During 4 days of the seminar we shared experience, knowledge and expertise on the topic, using experiential learning and non-formal methodology.

Who we are?

Instytut Działan Twórczych (IDT, Institute for Creative Actions), was created in 2008, on the idea of promoting the development of society, throughout education and culture. The mission of the Foundation is to support the sustainable development of a conscious society, through all forms of active citizenship. Our approach to learning and change is based on creative thinking process, on activities using the non-formal methodology and interactive tools. During the last three years the organization successfully developed local and international projects on antidiscrimination education, more specifically on gender and LGBT+ topic. “The others is us” project represents for us a step further in achieving what we believe in: school being a safe, inclusive space for all students!

Why this project?

All European Union laws and policies include equality and nondiscrimination on the grounds of sexual orientation and gender identity but, according to the European Toolkit to Promote and Protect the Enjoyment of all Human Rights by LGBT+ People, “discrimination is the most common issue that LGBT + community faces in the majority of countries on a daily basis, on the grounds of sexual orientation or gender identity”. Legal response and political declarations, whilst essential, are not sufficient. They need to be combined with educational, cultural and awareness raising measures likely to counteract discrimination. Education in this sense is crucial. It reaches beyond the traditional classroom into homes, communities, religious centers and other learning contexts.

So, what does education sector telling us?

The last GALE¹ report from May 2015 focusing on the score on the implementation of the right to education for LGBTI students on the global level, shows in “all the states that have been assessed until now, 9,5% is supportive for LGBTI students. Almost a quarter (24%) denies LGBTI students rights, while 21,5% of the States is deemed to be ambiguous.”

Across Europe, the situation of LGBT+ education differs from country to country.

Even in countries with an old democracy, there are no specific educational programs focused on human rights education or programs taking into account specific needs of LGBT+ youth. Schools put emphasis on following the curricula, rather than on realizing the importance and application of human rights. In manuals and programs where the subject is mentioned, it is treated as a minority issue. The school personnel is often not well prepared to face discrimination and support the youngsters' part of the LGBT+ community. The teachers and pedagogues are missing knowledge and tools on how to react when faced with discriminatory and homophobic behavior. Also, they seem to lack enough competences for planning and implementation of educational activities that would promote acceptance for sexual diversity. In Poland, school is also taking the second place, after public places, in the top of the spaces where homophobia takes place and where physical violence most often occurred for LGBT youngsters.²

¹ Stands for Global Alliance for LGBT Education

² Report on the situations of LGBT persons in Poland. 2012

The project was designed in response to the present situation, seeing it as a common space where different youth educational workers, teachers, NGO workers, pedagogues, trainers, students, activists or psychologists can meet and exchange practice, learn and get inspiration for future educational initiatives in the field of human rights and LGBT+ education.

Project's aim: to raise competences of youth education workers, participants in the seminar, in fields of antidiscrimination education and human rights, with a focus on LGBT+ topic in relation with schools and other formal education providers.

Partner organisations involved in the project:

IDT Foundation (Poland)
ACCEPT (Romania)
Rede Portuguese Youth Network for Gender Equality (Portugal)
Queer Cyprus (Cyprus)
Sapling Foundation (Slovakia)
Associazione Interculturale NUR (Italy)
rede ex aequo (Portugal)
Fundacion Triangulo (Spain)
YINFO Youth Information Centre Association (Turkey)

Fabryka Równości (Poland)³
UniCa LGBT (Italy)⁴

³ not official project partner, but representative of both organizations took part in the project

⁴ as above

How to use this booklet?

To put it simply, the aim of this book is to support your everyday work in human rights and LGBT+ inclusive education topic. If you have just started working on these topics, we hope to give you an insights on the types of activities and projects that you can implement, ideas that worked for us and that we consider worth of being replicated. If you already have some experience in human rights/LGBT+ education, our intention is to give you inspiration, fresh ideas and ...why not?!... energy to continue your work.

Each one of the described activities were presented or experienced during 4 days seminar and were highly appreciated by all participants. The authors are experts on the discussed subjects and offer practical activities on how to create safe school spaces for LGBT+ students. With only one exception (best practice example from Triángulo Foundation, Spain), all content you will find in each chapter of this booklet consists of ideas that have been tested and put into practice by our organizations. We are sure that these proposals are effective, they have helped us lead our educational activities on LGBT+ topic. Still, we believe that each coordinator, teacher, trainer, student or psychologist that intends to implement any kind of activity or method, should find his/her own personal style in working with students. Not only some of the things you read here will not apply to you because of your personality or own way of approaching things, but they might also be irrelevant for your organization or your cultural context. Take the information from here and find a way for them to work for you and for your beneficiaries!

Overview of booklet structure

This booklet consists of three parts.

Part I – Introduction, consisting of the introductory chapter that you are reading now.

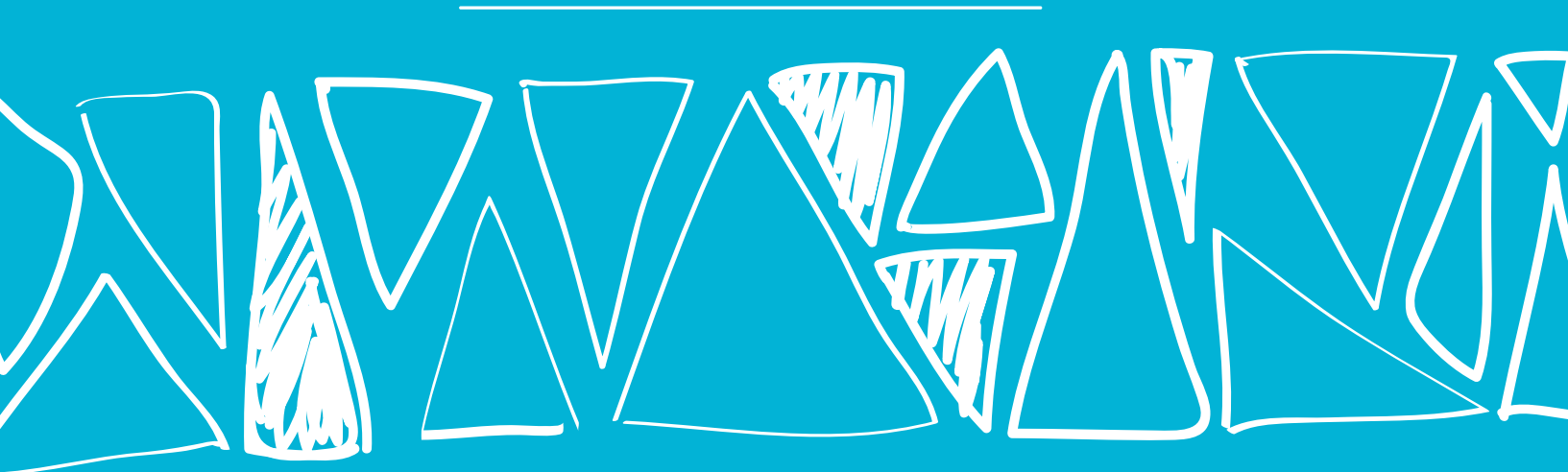
Part II - Best practice example, including the educational activities and/or projects ideas shared by each organization that took part in the project.

Part III - Project partner's organizational background, in hope for future collaborations and partnerships.

Each best practice example is designed to cover the most essential information that you might need: activity name, the organization implementing it, key words to help you focus on your topic of interest, a description of the best practice and a webpage/e-mail address where you can find more information. The examples proposed are very diverse, starting from public events, to educational tools and curriculums on LGBT+ topic, from long term antidiscrimination projects to cultural activities connected with LGBT+ topic.

We hope you will enjoy the lecture and that it will inspire you to continue your work on LGBT+ human rights!

Best practice examples





Name: **Aurora**

Organization:

Kuir Kibris Dernegi- Queer Cyprus

Key words:

heteronormativity, stereotypes, prejudice, solution focused, group work

Description:

By using a fictional scenario, the exercise allows students to experience stereotyping and consider the social stigma often directed towards gays and lesbians. It is also an exercise that aims to develop empathy and encourages students to think outside of the box when searching solutions.

1. Introduce the activity to the participants and divide the group into smaller groups, no more than 5 participants in one group.
2. Give each participant a sheet of paper and something to write with.
3. Explain they will listen to a story about a planet called Aurora.
4. After reading the story, ask all the groups to develop strategies on how to survive happily on Aurora planet. Remind the participants that there is no option for them to escape the planet. Suicide is also not an option.
5. Give all the groups the opportunity to present their strategies and debrief based on what they have presented. Initiate the discussion on understanding the LGBT+ community.

“The inhabitants of this new planet, Aurora, appear remarkably earth-like and friendly. They speak English, and it is impossible to look at someone and tell if they are an earthling or if they are from Aurora. You also learn that the Aurorans live only in same-sex housing and that their children are produced under strict government control—in a laboratory via artificial insemination. In sum, the public or private display of affection is strictly forbidden. And, the consequences for violating these norms appear severe. To illustrate the severity of punishment for violating the Auroran’s cultural norms, you hear that two earthlings sitting in a restaurant holding hands were beaten and run out of the establishment. Another earthling who kissed someone on the cheek in public was reported missing the next day and has not been heard from since. You become angry and go to the local government to voice a complaint. After you present your case, two guards rough you up and throw you out on the street. One says quietly in your ear, —If you’re smart, you won’t bring that kind of thing up again. Despite these problems, the Aurorans express a desire to welcome you to their planet. They provide each of you with an apartment, a job, and a small car. Unfortunately, your spaceship was damaged beyond repair, and the Aurorans do not have advanced technology for space travel. All hope of escaping from the planet is gone. You also learn that the planet’s only hospitable land mass is approximately the size of Texas, with similar numbers of inhabitants in urban, suburban, and rural areas.

Now, you must decide what you will do, on Aurora”.⁵

More information:

queercyprus@gmail.com
www.queercyprus.org

⁵ **Originally from:** Lessons About Gay and Lesbian Lives: A Spaceship Exercise; Jennifer Hillman, Renee A. Martin; Pennsylvania State University, Berks-Lehigh Valley College



Name: **Ferai Teatro**



Organization:

UniCa LGBT+ Associazione Interculturale NUR

Key words:

stereotypes, theatre, antidiscrimination, culture, student organisation

Description:

Drama involves artistic representation of different situations, which could be real or not, but which are capable of bringing the spectator through a deep reflection process and analysis of what society looks like nowadays, by using metaphors, fairy tales and parodies built on our society. If used carefully and with ability, drama can serve as a reply to a society that would like to “normalize” homophobia.

In cooperation with Ferai Teatro, we set up two studios and we met apprentices, people who really wanted to learn acting, in order to have circumstances, goings-on, instants and moving feelings on the stage, not only a simple script. All that with the aim of forcing the spectator to ponder and analyze who we are now, as LGBTI community. This is our way to ridicule and make fun of stereotypes.

The organization so far has put in stage, two theatre shows: "Basta che succeda" and "Le Avventure di Finocchio". "Le Avventure di Finocchio" is an original theatre show having its roots in the famous tale of Pinocchio, written by Collodi. It is a funny theatre show that involved over 50 students from the University of Cagliari. Through the art of recitation and comedy, the students managed to explain LGBT topics using comic situation and deep moments, maintaining rather a light, merry atmosphere. Performed two times in front of over 500 spectators, we reached sold out for our second show! We are thankful to everybody that supported us! We are specially grateful to the students that accepted to work with us, putting effort and demonstrating the ability to create a show in only 40 hours of tests and study of drama, having a clear mission of fighting stereotypes that LGBT community members face every day!

More information:

www.unicalgbt.com
unicalgbt@gmail.com



Name: **Living Library**

Organization:

Fabryka Równości

Key words:

stereotypes, prejudice, non-formal methodology, dialogue, stigma

Description:

The Human Library™ is designed to build a positive framework for conversations that can challenge stereotypes and prejudices through dialogue. This is a place where real people are “on loan” to readers. A place where difficult questions are expected, appreciated and answered.

In practice, the Human Library celebrates the diversity of our communities, raises awareness of many different reasons people may experience exclusion, and takes positive action to address some of the issues that can lead to bullying, abuse, and hate crime.

Just like in a real library, a visitor to a Human Library can choose a Book from a range of titles. The difference is that the "Books" are people, and instead of reading there is a conversation. Social contact is known to be among the best ways to challenge prejudice, and the Human Library enables it to flourish. The Human Library provides a safe environment for people to engage in conversation within a framework of respect, and with permission to respectfully ask questions and share experiences. The dialogue that the Human Library facilitates has the potential to challenge prejudice, stigma, and discrimination. Book titles deliberately acknowledge and provoke the assumptions and common prejudices that we, or society, may have. Readers are empowered to choose from a broad range of titles, and challenged to engage with the people behind the labels.

The biggest resources needed to facilitate a Human Library are time and volunteers, which has made it possible to stage events in a wide range of countries, including Denmark, Romania, Iceland, Poland, Italy, Holland, Slovenia, Belgium, Portugal, Israel, Philippines, Thailand, Australia, Canada, and the United States.

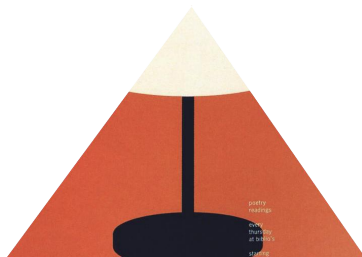
In our organization, the first such an event was open eight hours a day for four days and featured over 50 different titles. Today we also facilitate meetings for eight hours a day, having 30 different books. The broad selection of books provided readers with ample choice to challenge their stereotypes and so they did. More than 1000 readers took advantage of our Living Library, leaving books, librarians, organizers and readers stunned at the impact of this method.

More information:

fabrykarownosci.com/wptest

poczta@rownasie.pl

About living library: humanlibrary.org



Name: Poster for Equality

Organization:

Rede Portuguesa de Jovens para a Igualdade de Oportunidades entre Mulheres e Homens

Key words:

art activity, equality, campaigning, visualization, workshop

Description:

People take action on behalf of a cause only when they feel an emotional connection. A very efficient way to create an emotional bond with people and fight discrimination towards LGBT+ community is to use wisely storytelling visual techniques, such as poster campaigns.

1. Introduce the activity to the participants and divide the group into smaller groups, no more than 5 participants in one group.
2. Explain the importance of having a good visual identification for your equality message that fits with the target group you want to reach.
3. Present with the use of a projector different campaign posters, connected with antidiscrimination field and LGBT+ issues. Invite for reflection and debate, by addressing questions related to the message of the poster, the target group, the composition, the colors used. Sum up and explain the basic rules of creating a good poster campaign, in order for your equality message to be heard (below)
4. Give each group art materials: white and colorful papers, paints, glue, old newspapers, and ropes. Explain that their task is to create a poster that would address discrimination towards LGBT+ students, focused on school environment.
5. Give all the groups the opportunity to present their posters and debrief: over the process of creating the poster, what was the most relevant information for them, how they would promote the poster, other ways of campaigning, etc.

Tips and tricks when designing an equality poster

- 1.** Find a focus. Behind any good poster should be a message or idea. The message has to be clear, especially that our focus is antidiscrimination education.
- 2.** Address your target group. Make an impact on them. In other words, before you design a poster make sure you have a good idea, so it appeals to your target not only from esthetical point of view but, what is even more important, it appeals as a message.
- 3.** Balance your composition. Less is more. Try to look at your poster from the perspective of your viewer, imagine that you are telling a story but using images. We recommend you to have one focal point.
- 4.** Typography and fonts. Your message has to stand out and be visible from a far distance. Use big fonts to underline the main idea of the poster and smaller font for all the rest of the information. The person interested in your message, will come closer to read all the rest of the information presented.
- 5.** The maximum number of colors we recommend to use in one poster is 3. Try to stick to this number and to use more colors only when there is a dominant neutral color (white, black, grey) that can help balance the color composition.
- 6.** Get feedback on it! Once your poster is done, ask your peers, your friends and family for their opinion. Try to ask very diverse people, in order to get a rich feedback. Since it is a poster on equality issues, you should consider consulting it with a specialist in antidiscrimination field, to make sure your poster is as much inclusive as possible with all groups of people.

More information:

<http://redejovensigualdade.org.pt/blog/>
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Name: **Inni to My**



Organization:

Fundacja Instytut Działań Twórczych

Key words:

project, antidiscrimination education, psychologists/pedagogues, educational cycle

Description:

The others is us is a multidimensional project focused on raising the level of social acceptance for LGBT+ youngsters, part of the educational system and on creating a safe non-discriminatory school environment for them. Our actions were focused on developing a methodology of work for addressing the topic of gender identity, sexual orientation and homophobia in schools with the help of school psychologists and pedagogues.

Implementation period: March 2015 - April 2016

Background

According to researches, in Poland, school environment is the second most violent place for the persons belonging to LGBT+ community, after public spaces. In the same time, 63% of LGBT+ youngsters admit that they have had suicidal thoughts, stating as main reason lack of acceptance and support from peers and school personal⁶. 82,6 % teachers agree that the topic of homosexuality and homophobia should be discussed in school and pedagogues and psychologists admit that they do not have enough tools and knowledge to fight homophobia and to support LGBT+ youngsters.⁷

Why this project

"Inni to my" initiative was born from the need of creating a safe and inclusive school environment for LGBT+ youth. Project's goal was to raise the competences of school psychologists and pedagogues on how to support LGBT+ youngsters and how to implement anti-discrimination activities in their schools.

⁶ Situation of LGBT persons in Poland. Report for 2010 and 2011 and Lekcja Równości, 2012

⁷ Lekcja Równości, 2012

STEPS OF THE EDUCATIONAL CYCLE

1. First stage of the cycle consisted from providing specialised **training** to the project participants. The main topics touched during the workshops were: how to support LGBT+ youngsters and how to fight discrimination and homophobia in school environment.

2. Each participant was responsible **to implement 2 educational activities** in their school, connected with LGBT+, antidiscrimination topic. In total we reached almost 1000 students from Lodzki region.

3. We organized **4 open meetings** between participants, local community members and representatives of different groups that have an influence on the situation of LGBT+ students: LGBT+ local activists; mothers of LGBT+ youngsters; sexual educator; teachers with experience in providing antidiscrimination education and also LGBT+ students.

4. Since our target group consisted from psychologists and pedagogues, each participant had **individual but also group supervision**. The sessions took place after the implementation of the first activity in school and it served as a support and empowerment tool for the next activities.

5. We conducted **one day evaluation** of the whole educational cycle, where the participants could give feedback on the process and the results of the project but also worked together to create guidelines on how to support LGBT+ youth, inside the formal educational system.

6. Based on the workshop scenarios developed by participants and by using external resources, we created a **toolkit** containing: tools for conducting antidiscrimination activities and workshops using non-formal methodology, with a focus on LGBT+ topic and guidelines on how to support LGBT+ youngsters.

7. Inni to My **conference**, conducted at the end of the project, aimed to gather in one place psychologists, teachers, students, public authority representatives, activists and LGBT+ workers. The conference, organized using world café methodology, was a dialogue space for the participants on how to build a safe, inclusive school in Lodzki region and was summed up by creating recommendations for regional educational institutions on this topic.

More information:

www.instytutdt.pl/projekt-inni-to-my.html



Name: Story of my life

Organization:

ACCEPT; activity proposed by a teacher Carmen Rădulescu

Key words:

storytelling, diversity, equality, human rights

Description:

Very often people consider themselves to be victims of the system, the circumstances in which they lived and were raised and this is reflected negatively in their defensive and defeatist attitude. Therefore, as teachers we try to focus on activities that lead to a change in student attitude in general, especially LGBT students. The philosophy that we adopt in such situations, originates in the philosophy of Leibniz's monads, who said, among other things, that each of us are monads that reflect in a different perspectives only one universe. To get a more comprehensive picture of this universe we have to put all these perspectives together in a true story of complexity.

Thus, an activity that reveals to students that most often, their story is very much like any other student, is able to induce changes in their attitudes, to induce tolerance, trust and willingness to cooperate with others.

Most often, students realize that their life is a story that they "write it" depends on their positive or negative vision, as creators. The responsibility of choosing a final positive or negative belongs to them.

GOALS:

Using storytelling in order to promote equality education.

Learn about LGBT issues.

OBJECTIVES:

Behavioral objectives. As a result of this class, students will be able to: create a motivational story for their peers and to orally advocate an opinion or point of view.

Attitude objectives. Students will be better able to feel: that LGBT story is a human story like any other; confidence that they can change the perspective of their peer in order to understand their story and that every issue can be solved by cooperation.

Have prepared a set of photographs chosen in such a way that it can create a story with the intended purpose(see, as inspiration, the set used by us – attachment 1) and also flipchart sheets, glue, pens of different color.

1. Split the whole group in groups of four persons.
2. Present to the groups their task: each group will design a story, using received pictures. Images should be glued in a narrative order on the flipchart sheet. Participants can add text or other symbols they consider necessary for their story (arrows, lines, emoticons). Like any story, this one should have beginning, middle part and ending.
3. The final story will be presented to colleagues. Participants can also choose to create a plan and perform their stories so that each group member to have a role. It may be presented by a single narrator as well. The presentation will be recorded, the video will be uploaded to a private or a public group on one of the social networks the group agreed on. The type of the group depends on the privacy rights of members of the group – private, if there is a need coming from the group, public – if there is no restrictions of privacy.
4. Debrief about the diversity of stories and initiate discussion on LGBT+ topics.

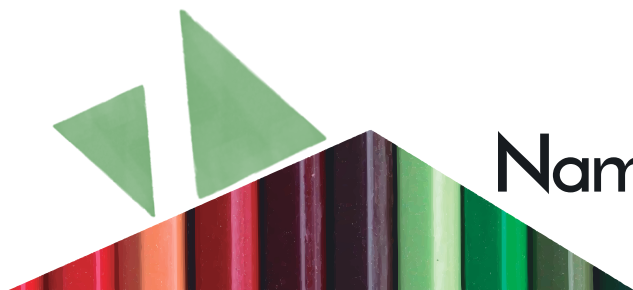
More information:

<http://www.acceptromania.ro/>
accept@acceptromania.ro

<https://www.facebook.com/zoe.radulescu/videos/10153872771883285/>

Attachment 1





Name: Office of Sexual Diversity and Gender Identity

Organization:

Fundación Triángulo; best practice proposed by Eduardo Fernández Jiménez, Ph.D.

Key words:

first LGBTQ+ office of a university in Spain

Description:

Inclusion is the major challenge facing educational systems around the world.⁸ This given, there are so few examples of sustained, systemic change in European educational systems, in terms of inclusion for the LGBTQ+ community, at the university level. Yet, important steps are being taken and universities start to open their doors to subjects such as LGBTQ+. They are doing that by supporting students' groups, creating inclusive policies and even opening LGBTQ+ offices, as in the following case from Spain.

Very recently, in spring of 2016, in the Complutense University of Madrid (UCM), the first LGBTQ+ office of a University in Spain was opened (<http://www.ucm.es/entiende>). The mission of this office is to implement activities and projects in four main areas:

Assistance: personalized support, information or counseling directed to: students, teachers/researchers and/or administration/service staff of the UCM

Research: studies about sexual diversity and gender identity

Teaching: specialized courses about LGBTQ+ issues

Awareness raising and campaigning: seminars and workshops on LGBTQ+ issues for the whole University community

⁸ Developing inclusive education systems: what are the levers for change? Mel Ainscow. October, 2004

The mission of the office is reinforced by its declaration of values, described below:

1. The Complutense University of Madrid (UCM) believes that all people should be able to freely and equally express their sexual orientation in the university as a place of study, research and work.

2. The UCM understands that trans people have the right to be treated according to their gender identity and to express it freely in any social and educational environment. The University will provide with all the resources to make sure this happens in all activities, spaces, relationships and academic documents.

3. The UCM claims the need to respect the human rights of all lesbian, gay, bisexual and trans persons, and therefore it works in order to make the UCM a space safe from any form of homophobia, lesbophobia, biphobia and transphobia.

4. The UCM goal is to raise awareness on the reality of lesbian, gay, bisexual, trans persons and other forms of sexual and gender diversity (LGBT +) through training, awareness campaigns, counseling and by conducting research.

More information:

<http://www.fundaciontriangulo.org/sedes/sede-extremadura>
correo@fundaciontriangulo.es
eduardo.psyc@gmail.com

Organization:

YINFO Youth Information Centre Association; activity proposed by activist Gülce Doğan

Key words:

study case, role playing, support, bullying, non-heteronormativity, sexual orientation

Description:

Passing through our education process, either as a student or an educator you might encounter different situations that you have to face and for which one should be prepared. Example of such situations are: having a lesbian student, witnessing homophobic bullying or hearing gossips about a friend gay couple. The aim of this exercise is to step aside of our “daily” shoes, to be characters in a story, in order to develop our empathy and capacity to understand the main character and the situation. Role playing and scenarios help us to understand and learn how to react when such situation appears. Talks about discriminations, anti-discrimination, gender equality etc. are usually theory based. What we are trying to do with this exercise, is to offer a more down to earth approach that focuses on finding solutions. This exercise may also help the participants to become more aware of different situations LGBT+ people face.

1. Introduce the activity to the participants and divide the whole group into smaller groups, no more than 5 participants in one group.
2. Provide each group a scenario to work on - instruct them to talk out the scenario within the group and come up with a few best practices on how to handle the situation or scenario. Groups are free to create their own way of solving the problem.
3. If any group finishes incredibly quickly either provide them with another scenario or ask them to briefly describe their solution and complicate the scenario for them.
4. Bring groups back together and review the scenarios. Ask one person from each group to read out their scenario and then ask the whole group to discuss what they thought the best way to handle the scenario would be. Ask for feedback from the larger group, add your own, and then move onto the next group repeating the process.
5. Debrief the activity as a whole with the group and sum up. One of the key things that we want participants to get out of this exercise relates to the idea that we people as we wanted to be treated and not necessarily how they want to be treated. In discussing these scenarios, you can underline that there are often a lot of different ways to address an issue and that the most important thing is to find out how to support someone how they want to be supported.

6. At the end of the exercise, if you have any personal stories we recommend you to share it (in the measure you feel comfortable with this). In our opinion, it helps people to have a stronger connection with the experience they have just passed through. For example, the 13 year old person, with short hair was me and I was bullied, called "tomboy", "zombie" etc. in middle school, kids were hiding from me, etc. None of my teacher or school psychologist were able to support me in any way, other than advising me to focus on my school grades.

Kindergarten

You and Peter, a little boy aged 5, are living in a small, rather conservative city. He is a pupil in your classroom, in the kindergarten, where he spends most of his time playing with Barbie dolls. His family complains about it to you as a teacher, and requests from you to force him to act more "manly" and to play with other toys. Now what?

Middle school

You have a 13 years old girl student in your classroom that wears short hair and regularly plays football. Other girls from class exclude her and call her a "tomboy". She developed good friendship relations with boys. Nonetheless, generally she seems unhappy and depressed. Now what?

High school

You have a 16 years old student that is a MTF (men to female) transgender that is out of the closet and has started medical treatment. It takes some time to see physical changes in the body, after the treatment started, so the peer students are bullying her systematically. You start noticing that she never uses the school bathroom. Now what?

University

You are an ally in your LGBT+ University club. You are friends with a transgender man who is pre-testosterone treatment but started the transition already in terms of physical expression. He is in a relationship with a cis-gender gay male. The LGBT+ club that you are part of is talking about "how weird is the whole situation", starting to question their sexual orientation and giving "relationship advices".

Now what?

More information:
<http://yinfo.org.tr/>
info@yinfo.org.tr



Name: LGBTI Educational Project (2005)- Workshop design

Organization:

Rede ex aequo - associação de jovens lésbicas gays bissexuais transgêneros e simpatizantes

Key words:

workshop scenario, debate, sexual orientation, gender identity, non-formal methodology

Description:

What? Face to face debates, mainly in secondary schools, about LGBTI subjects

Who? Volunteers who passed through training provided for free by the association experts.

How? By sending invitations to schools that might be interested. Knowing a teacher who is pro-LGBTI and s/he can give you the time and space to run the workshop is helpful

Challenges: Reaching the parents

The session is focused on following four concepts, visualised in the below „genderbread” person:

1. Gender identity
2. Sexual orientation
3. Biological sex
4. Gender expression

Dynamic 1: The weight of the words

1. Start by asking the students: what names do you know for: Gays, Lesbians, Bisexuals, Trans, Intersex, Heterosexuals? The participants may feel awkward in the beginning, but soon the ice will break and they will feel more comfortable to say what they truly know and think.
2. After you collected a list of words, invite the students to reflect on them and on their connotation. Make them realize the never ending cycle: insult, isolation, invisibility.
3. Debrief and sum up the activity, by asking questions such as: Is this positive? Where do you think you can make a change in this cycle?

Dynamic 2: What's normal and what is not?

1. Show your group of participants the pictures listed below and provoke them to say what is normal and what is not.



2. Deconstruct the concept, explaining that what we see as “normal” changes geographically and from time to time.

3. Conclude by saying that it's safer to say something is “common” or “uncommon” and acceptable and not acceptable rather than that this is normal.

Dynamic 3: Invisible line

1. Ask all participants to stand up and to form a line.
2. Address sensibly, yes/no questions to the group.
3. Ask them to position on the right side if their answer is YES and on the left side if their answer is NO.
4. Pick randomly participants from both sides, and ask them to justify their answer, to explain their point of view.
5. Reinforce their right to change their point of view and to migrate from one side to another. Participants may change their opinions throughout the whole debate.

Questions you ask depend on your decision and group you work with. Sample sentences might be:

1. I think that LGBTI community does exist.
2. I would never date with a transgender person.

Dynamic 4: 20 questions

1. Ask all participants to stand up and to divide in two: one half of the class on the right side, representing heterosexual relationships and the other half on the left side, representing homosexual relationships.
2. Explain the activity to the participants: you will read a series of questions. The participants have to answer in their own head with yes or no. If a person counts 5 "YES" answers, s/he can sit down.
3. Debrief after the activity, by asking questions in regards to privileges the heterosexual couples are having and the discrimination and stigma homosexual couples have to face daily.

List of questions:

1. Are you able to walk holding hands with your partner in the capital of your country? (insert the name of the capital)
2. Are you able to kiss that person goodbye, on the mouth, on a train station?
3. Are you able to walk holding hands with your partner in the street where you live?
4. Do you feel comfortable introducing your partner to your parents as your girlfriend/boyfriend?
5. Do you feel comfortable introducing your partner to your extended family members?
6. Are you able to get married with that person in your country? (insert country)
7. Are you able to get married with that person in Iran?
8. Can you adopt a kid with your partner?
9. Do you and your partner have access to other parenthood methods (in vitro fertilization, surrogacy, etc.)
10. Are you able to kiss that person in the streets without the fear of being verbally attacked?

Dynamic 5: pot of questions

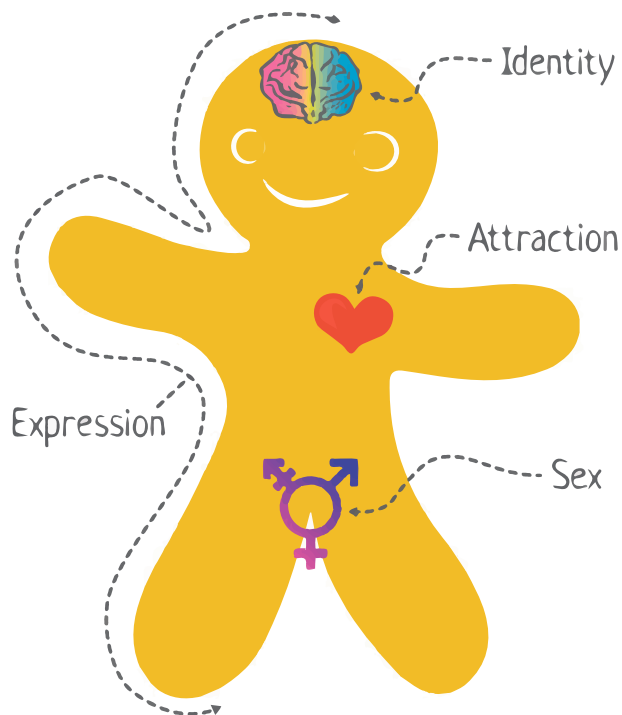
1. Half an hour before the end of the workshop, distribute same size, colorful papers to every participant.
2. Explain that the aim of the exercise is for them to get answers to the questions that they are having regarding the discussed topics. They can be regarding the session but also personal questions.
3. The participants fold their papers and the facilitator collects them in a bag.
4. After collecting the papers the facilitators open them in a reserved area, in order to prepare for the answers. Then give answers to them in front of the whole group.

Evaluation and sum up

We are conducting our evaluation by asking the students to fill in our evaluation form. In the form we have a category dedicated to LGBTI bullying, where we ask the students if they have ever witnessed such a situation in their school. We also make them familiar with an online tool: a form available to denounce any type of homophobic bullying they may encounter.

More information:

www.rea.pt
contact: geral@rea.pt



Source: A Guide to Gender: The Social Justice Advocate's Handbook, by Sam Killermann, Austin 2013



Name: It's time to fight LGBT discrimination in high schools from Romania!

Organization:

ACCEPT

Key words:

project, antidiscrimination education, high school, research

Description:

By implementing this project, ACCEPT Association provides support for LGBT youth in the school environment, helping to combat everyday discrimination, based on sexual orientation or gender identity.

Implementation period: March 2015 - April 2016

Sponsor: EEA Grants 2009 - 2014, within the NGO Fund in Romania

The project "Time for combating discrimination LGBT high schools in Romania!", aims to identify the perceptions and attitudes of young people from high school towards persons from LGBT community. The research also aims to describe the school environment in terms of personal safety for LGBT students in Romania.

Through its activities, the project is developing a complementary set of specific educational, training and advocacy materials, for a better understanding of the homophobia phenomenon and as a way to fight it in the Romanian school environment. Based on an innovative research, focused on the attitudes and perceptions of LGBT high school students, the project was implemented in 9 high schools from Romania. 540 high school students were participating in anti-discrimination educational activities during one semester and also in events that promoted democracy, participation and the rights of LGBT people and other minorities, within the Month of LGBT History. In addition, 54 teachers were trained in order to implement curricula in high schools and to ensure adequate response in case of homophobic incidents, happening in school.

Online modules were made available, that were prepared together with specialists from NGO sector, thus facilitating a unified, cross-sectorial approach. The information published on the topic of the rights of LGBT persons in school, will serve as the basis for subsequent courses for other professions.

The project was implemented in all regions of the country and included the following steps: training courses, research, a curriculum for teachers, meetings with authorities, contests.

More information:

<http://www.acceptromania.ro/>
accept@acceptromania.ro



Name: **PRIDE Rainbow Košice**

Organization:

Saplinq

Key words:

parade, public events, community involvement, LGBT+ movement

Description:

Saplinq is the organizer of PRIDE Rainbow Košice, a human rights public event/festival for human rights of non-heterosexual people in Košice, the second biggest city in the Slovak Republic. PRIDE Kosice understands itself as a communication platform which, through specific diverse activities, activates and engages LGBTI community and the general public. By supporting critical thinking it helps to reflect, create and shape opinions about LGBTI community. Our actions arise from the reality of Eastern Slovakia, where we are based, however, we have the ambition to contribute within the European context. Our aim is to be an important human rights player in the region.

Statistically, Eastern Slovakia represents in contrast to liberal Bratislava and Western Slovakia the most traditional, conservative and less developed part of Slovakia, therefore there is not so much space for LGBTQ community and life. Most of the important events in LGBT community and life are happening in Bratislava as well as the Rainbow PRIDE Bratislava which is organized since 2010. However the conditions and socio-economic environment are, we are trying to oppose this phenomena and de-centralize the life of LGBTQ community from the capital also to other parts of Slovakia to allow also other members of LGBTQ community, which are for various reasons not able to travel to Bratislava, to enjoy, explore and develop their identity in friendly and safe environment in which they can be who they really are. We want to see a world where PRIDE is a celebration of overcome stereotypes and fear of being different.

First PRIDE in Košice was organized in 2013 with a total number of 40 participants in PRIDE parade and 40 counter protesters (extremists/nazis and Christians). 12 eggs were thrown onto the crowd of PRIDE parade, and no LGBTQ events were organized during the PRIDE week.

In 2014, the total number of participant in PRIDE parade was 100 with only 25 counter protesters, and only 4 eggs were thrown. On the other side, 5 LGBTQ events were organized during the 2014 PRIDE week.

PRIDE Rainbow Košice in 2015 was the first PRIDE without any incidents, where first PRIDE week and first PRIDE music festival were organized. The total number of participants in the PRIDE parade was 200 with only 15 Christian counter protesters (no nazis this time) and no eggs thrown. 21 LGBTQ events were organized during the PRIDE week.

The start was difficult and sometimes even dangerous, the struggle continues but we see that it gets better and that is our aim. And it is worth it. Therefore, the team of PRIDE Rainbow Kosice is working hard to develop the event further, to attract more people, to provide still better opportunities for those who want to be engaged in LGBTQ activism as well as for the participants and to grow bigger and bigger. We want to show the people of Slovakia that LGBTQ people are here, they live also in Eastern Slovakia and their human rights cannot be ignored. We don't fight, we spread tolerance and acceptance because love always wins.

More information:

web: <http://pridekosice.sk>

FB fanpage: <https://www.facebook.com/PRIDEkosice/>

Partner organizations

Kuir Kibris Dernegi- Queer Cyprus

www.queercyprus.org

Kuir Kibris Dernegi - Queer Cyprus Association is a civil society movement from Northern Cyprus - an informal group of people- that aims to fight discrimination on grounds of sexual orientation and gender identity, in a peaceful, non-violent way. The group achieves its aim by: protecting, promoting and supporting LGBTQ rights, gender, gender expression, sexual orientation, gender identity and combating any type discrimination, homophobia, biphobia and transphobia, in respect for the Human Rights and Freedoms, in all socio-political, education, health, family, science, art, culture, history, sports, movies, theater and their analogs and /or related areas.

Fundación Triángulo

www.fundaciontriangulo.org/sedes/sede-extremadura

Fundación Triángulo is a non-profit organization located in Spain. The main aim is the integration of lesbian, gay, transgender and bisexual persons in society. The foundation was founded in 1996 to achieve equal political and social rights for LGBT community. Today we are present in Andalusia (Cadiz, Huelva, Seville),

Canary Islands (Santa Cruz de Tenerife), Castilla y León (Valladolid), Castilla La Mancha (Toledo), Extremadura (Badajoz), Madrid (Madrid, San Sebastian de Los Reyes, Alconbendas and Coslada). We believe that equal rights can only be achieved by changing laws and by putting special emphasis on education for equality. Triangle Foundation puts great importance to guide and inform periodically on people's rights and equality for lesbian, gay, bisexual and transgender people, in order to raise awareness and overcome discrimination.

YINFO - Genclik Bilgi Merkezi Dernegi

www.yinfo.org.tr

The association was established in 2013, in order to develop the youth information and youth work. We are aiming to establish new partnerships with individuals and organizations who are working in this field, to develop common activities in educational, cultural, sport and art areas. Among organization objectives, we mention: fighting with hate speech, exclusion and ethnocentrism; supporting personal and social development of young people; promoting active citizenship and democracy among youth; encouraging young people to take initiative and participate in democratic life; implementing inclusion and integration activities for young people found at risk of social exclusion.

Asociația ACCEPT

www.accept-romania.ro

ACCEPT is the first Romanian non-governmental organization that defends and promotes the rights of LGBTs (lesbians, gays, bisexuals, transgenders) at the national level. Our mission is the protection and promotion of the rights of the LGBT persons in Romania as human rights. We also share the vision of having a society in which sexual orientation and gender identity are mere characteristics of a human being. We achieve this by: defending, by all legal means, the persons whose fundamental rights and liberties, as guaranteed by the Romanian Constitution and the international treaties ratified by Romania, were infringed upon; educating the public and the media on LGBTs; organizing activities to promote the observance of the rights and liberties of LGBT people; increasing group solidarity among the LGBT community members; collaborating with organizations that promote the rights of minorities; developing services that address the specific needs of LGBTs in Romania.

Rede ex aequo - associação de jovens lésbicas gays bissexuais transgéneros e simpatizantes

www.rea.pt

Rede ex aequo is a Portuguese association of lesbian, gay, bisexual, transgender, intersex and LGBTI allied youth, ranging from 16 to 30 years old. Rede ex aequo goals are to provide support to young lesbian, gay, bisexual and transgender and change mentalities regarding sexual orientation and gender identity, namely: vindicate the social integration, the end of discrimination and the acknowledgement of the needs and specificities of LGBTIQ youth; develop and implement strategies and actions of intervention at the scientific, social, cultural and/or political level, concerning youth and education issues related to LGBTIQ people; create and promote the development of local youth groups in Portugal for LGBTIQ persons and their allies.

Saplinq

www.saplinq.org

Saplinq is a Slovak NGO, established in April 2012 with the aim to develop young LGBTQ (lesbian, gay, bisexual, transgender and queer) leaders and LGBTQ youth communities. We organize workshops and discussions for young people on topics related to LGBTQ identity, both trying to educate broader public and creating community spaces for LGBTQ youth.

Saplinq has the objective to teach and develop LGBTQ youth leaders, to lead them to take responsibility for their lives. Saplinq supports creation of local LGBTQ communities through innovative leadership and personal commitment. Saplinq provides training and support to future LGBTQ youth leaders. Saplinq is also involved in human rights education, has organized workshops on human rights for secondary school students. Saplinq is involved in LGBT activism and combating of hate speech through public events and community organizing.

Rede Portuguesa de Jovens para a Igualdade de Oportunidades entre Mulheres e Homens REDE

www.redejovensigualdade.org.pt

The Portuguese Network of Young People for Gender Equality (REDE) is an NGO and an informal platform of youth associations, women's rights NGOs, student unions, political parties' youth groups, organisations which develop activities targeted at young people and non-organised youth. We focus on promoting gender mainstreaming and intersectionality amongst youth organizations and raising youngsters' awareness towards gender equality issues, through non-formal education activities and projects, empowering young women and men to be actively engaged with activism and civic participation. REDE has its headquarters in Lisbon but it also develop activities in the North and the Center of the country. Our aims are to: raise awareness among young people on equal opportunities between women and men in the national, European and international contexts; support the integration of the particular needs and concerns of young women in the political agenda at the national, European and international levels; contribute to the inclusion of equal opportunities between women and men in formal and non-formal education and training.

Associazione Interculturale NUR

www.assonur.org

Associazione Interculturale NUR is a non-profit association established in 1999 and active in the field of intercultural integration, promoting and realizing cultural events, training experiences and informative seminars for the youth in Sardinia. Our regular activities in the youth field range from local non-formal education projects aimed at a target of quite young (10-15 years old) kids, from rather small villages of the most rural areas of Sardinia, promoting the basic principles of interculturality, citizenship and youth active participation, to projects based on youth mobility experiences (EVS, Youth exchanges, mobility for Youth Workers and Training Courses...) aimed at an older target (13-35 years old), more usually finding our participants in isolated communities, but also including students at the local University of Cagliari or youth workers from the local network of partnerships we've built over time. For this project we are having a collaboration with UniCa LGBT student organization from University of Cagliari.

UniCa LGBT

www.unicalgbt.com

UniCa LGBT is a students' association which fights against gender and sexual discrimination, homophobia, transphobia and biphobia through information activities, and cultural initiatives and supporting victims of violence towards LGBT + community. The most important project we are conducting is a counselling service where our volunteers listen, give support to all students on LGBT issues and on sexually transmitted diseases. The other activities carried out in the previous year and that will be proposed again are basically cultural activities such as a theater workshops; photo contests; concerts; a surveys on the level of "heteronormativity" in the universities of Italy and other recreational activities having a common aim: breaking down prejudice in order to defeat and eradicate discrimination.

Fabryka Równości

fabrykarownosci.com/wp/test/

We are an association created in Lodz, initially as Campaign Against Homophobia local group. We are the largest organization in the Lodzki region that deals with LGBTQ issues and one of the most dynamic, active equality organizations in Poland. Persons active in our organisation range between 16 and 45 years old! We are promoting attitudes of acceptance towards LGBTQ community, implementing equality, sexual and anti-discrimination education projects. We organize Lodz Equality March, debates on social issues, cultural meetings, film screenings and academic lectures. We are also having a support group for parents of LGBT children and give free legal and psychological advices for LGBTQ persons.

We would like to address a warm THANK YOU to our wonderful participants in the project and also the partner organizations that have been with us along the way!

“The others is us” project team

