



## LeGoP: an innovative learning opportunity for young people from Italy, Spain and the Netherlands to fight against homophobia and promote inclusion for students with special educational needs. This is the second newsletter of the project.

### THE PROJECT

The first international exchange visits have been organized in Italy and Netherlands to promote learning activities and sharing of good practices among students, teachers and staff members of the organizations involved.

### EXCHANGE MEETING IN ITALY

The international exchange in Italy (Puglia region) was realized in April at the Liceo Salvemini.



above: students present recommendations in Bari

During the exchange a public event was organized entitled "***Beyond the fence. Ideas and best practices to fight against homophobia –Liceo Salvemini of Bari at the forefront in Europe***" aimed at accompanying high school students in their learning process starting from the awareness that any social, economic and cultural barrier can slow down the individual process of integration in the civil society. The event involved experts of the relevant fields (journalists, institutional representatives and the Italian Association to prevent bullying), the direct beneficiaries of LeGoP, Italian students and a delegation of Dutch students and teachers



who drafted, together with the staff of the Dutch partner GALE, a joint strategy to break any kind of barrier to diversity.

*left: teacher workshop in Bari*

The activities carried out during the mobilities were aimed at achieving the following project objectives:

- a) Identifying homophobic behaviors in schools and sharing good practices to prevent and contrast them;
- b) disseminating good practices of inclusive teaching addressed to students with special educational needs (SEN);
- c) sharing good practices in the field of social and work integration of underprivileged people.

The objective of identifying homophobic behaviors and promoting actions to contrast them was pursued through a survey carried out by the Dutch/international partner GALE. The survey involved students and teachers of the schools involved in the project in Italy, Spain and the Netherlands and its results were presented during the public event "Beyond the fence. Ideas and best practices to fight against homophobia – the liceo Salvemini of Bari at the forefront in Europe". The analysis of the replies to the questionnaires will represent a starting point and a source of inspiration to develop the e-course. The latter is a tool for teaching and self-education to prevent and fight phenomena based on sexual discriminations in schools and in companies.



*right: presentation by a Dutch teacher to students and teachers, Bari*

The mobility in Italy has also included an exchange between the Apulian consortium of social cooperatives 'ELPENDU' and the Spanish organization Gureak on the methodologies and tools used for the social and work integration of underprivileged people. To this end, visits to some of the social cooperatives working on the territory of Mesagne and Alessano members of 'ELPENDU' were organized.

Furthermore, Liceo Salvemini has presented the technologies used to promote an inclusive teaching which take into account the needs of students with SEN. Finally, students have participated in visits to sites of interest and work sessions.



*right: discussion panel during final event in Bari*

## EXCHANGE IN THE NETHERLANDS

From 16 to 20 November, GALE organized an exchange meeting for the LeGoP partners in Amsterdam. GALE cooperated with the Hyperion Lyceum in Amsterdam, which hosted the event in the school and facilitated the participation of a group of students, the same who also participated in the exchange in Bari.

During the exchange, the teachers and other adult partners took part in a training on combating homophobia in schools. The students took part in an interactive program, which involved discussions, games, film making and organizing. These activities were also focused at combating homophobia in schools. The activities and film were all preparations for the development of student recommendations for an LGBT safer school.



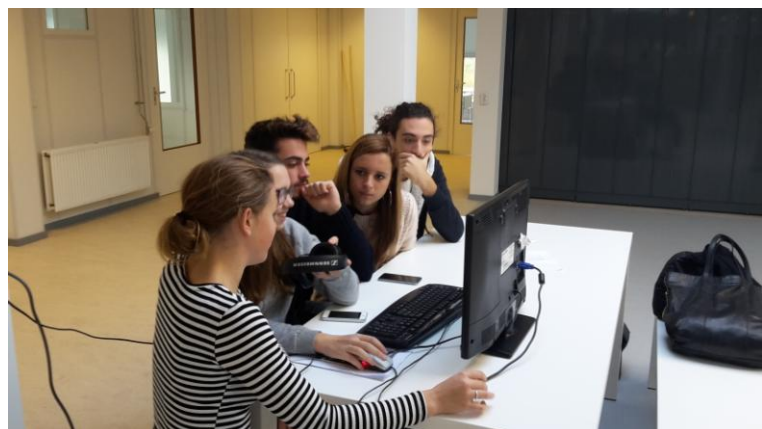
*Italian and Dutch students pose at the entrance of the Van Gogh museum before entering the exhibition (17 November 2015)*



*An expert on film and homophobia, Franka Stas, works with a student to prepare the technical equipment for video editing.*



*Italian and Dutch student are editing scenes of a video on homophobia (17 November 2015).*



On 19 November, the students were largely responsible for organizing the content and logistics of the international symposium. The students took care of preparing the meeting hall, receiving the guests, having the guest sign attendance sheets, making a presentation of their recommendations, organizing round tables of teachers, parents, foreign activists, Dutch LGBT activists and Dutch experts and discussing the recommendations, reviewing the feedback of each round table and improving their recommendations.

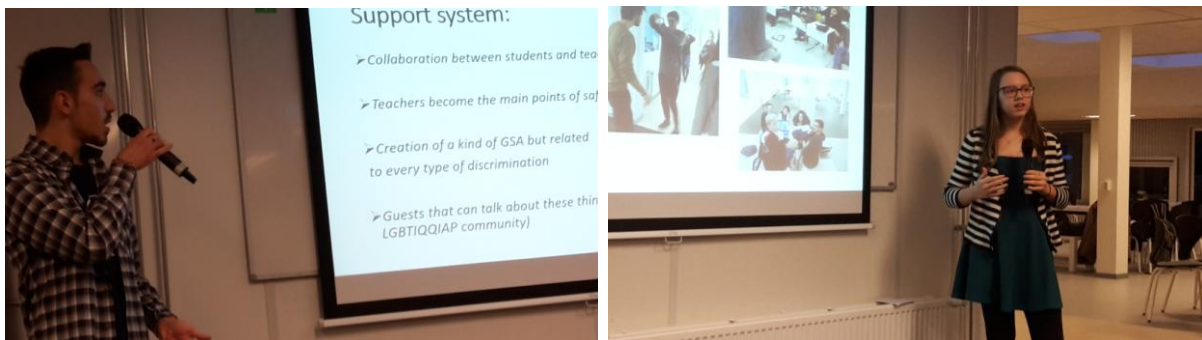


*left: Hyperion teacher Lean Baas is coaching some students on the management of the symposium (multiplier event) of 19 November 2015.*

*right: Amsterdam City Counselor Bert Jan Vroege opens the symposium (19 November 2016).*



The symposium was attended by 116 people, 29 of which were international visitors (other than the LeGoP project participants).



*A Italian and a Dutch student present the recommendations for schools without homophobia at the start of the symposium (19 November 2015)*

The recommendations of the students were:

1. **INTEGRATION:** Everyone should receive education about sexual diversity, because it is relevant to everyone. This should not be taught in additional or separate classes, because that would emphasize "differences", and we would rather see LGBTI issues normalized. Lessons about sexual diversity should not repeat the same topics, like lingering on basic awareness. Lessons should be different each time. It is good to invite LGBTI people.
2. **TOGETHER:** Students must work with teachers to determine the content of the lessons. Teachers should engage on a personal level with students. Education is not just learning facts, but also about personal development. Therefore, teachers need to be open and talk about sensitive issues.
3. **DISCRIMINATION ALLIANCES:** The students were very impressed by their conversation with lesbian and gay pupils from some Dutch Gay / Straight Alliances. After discussion about this method, they decided that every school should have an alliance. But they preferred such an alliance to focus on the fight against discrimination in general and not only on LGBTI issues.



*right: an Italian and a Dutch student present the improved recommendations at the end of the symposium (19 November 2015)*

4. **SCHOOL BEHAVIOR:** The students recommend that every school should have clear basic school rules on social behavior in school. They also think that it is essential that all students should be involved at the start of each year in the drafting of such rules.
5. **DIVERSITY:** Students say that the term "sexual diversity" is better than "LGBTI". Acronyms keep labeling people and may lead to further stereotyping and stigmatizing. Furthermore, this struggle is not only about LGBTI. Heterosexual young people should also be emancipated.
6. **TRAINING:** Training teachers is important. Otherwise, they cannot give good lessons on sexual diversity or support LGBTI students.

7. **HOTLINE:** Schools should set up an anonymous email or telephone hotline. That way, students could ask questions and they can ask help of other students or teachers.
8. **MENTOR:** The students would like ONE mentor that they can address their entire school career. The teachers commented they find this difficult to organize. They also feel that students need to learn to get guidance from different people. But the pupils think these arguments do not outweigh the disadvantages of a mentor that alternates each year.
9. **INTERACTIVE:** Students find that the courses should be more interactive. This way would they become more involved with the knowledge. But more importantly: they would learn skills better that way when working interactive with each other.
10. **SPIRAL CURRICULUM:** The students recommend that schools should improve the consistency of their program. Instead of modules and courses with individual lessons, the curriculum should have a logical and consistent build-up. This consistency should start in the first lesson of the first grade and last until the final exam lesson. This is especially important when it comes to basic skills and diversity.

See also: [http://www.gale.info/en/news/local\\_news/151120-dutch-and-italian-students-develop-recommendations-for-lgbti-safer-schools](http://www.gale.info/en/news/local_news/151120-dutch-and-italian-students-develop-recommendations-for-lgbti-safer-schools)

### **NEXT EXCHANGE: SPAIN**

The mobility in Spain is organized from 14 tot 18 March in Donostia, European Capital of Culture in 2016. A public event addressed to local stakeholders and the large public will be organized on the 18th of March, which will actively involve students in the preparation and coordination activities. During the mobility, learning activities will be organized addressed to Italian and Spanish students that will include workshops on sex education and prevention of homophobia, on robotic solutions in teaching as well as exchanges on local traditions (sports) and visits to sites of interest. The activities involving Italian teachers and staff members of 'ELPENDU' and GALE will focus on the good practices of Axular Lizeoa in terms of inclusive teaching through the use of new technologies and of GUREAK in the field of training in ICTs and accessibility for people with disabilities.

### **THE PROJECT**

"LeGoP - Learning good practices in European countries" is a project funded by the European Programme 2014 – 2020 Erasmus Plus funded by the European Programme 2014–2020 Erasmus Plus, managed by a transnational partnership composed of organizations from Italy, Spain and Netherlands aimed at favoring the inclusion of students with SEN by an adaptive teaching and learning tools based on innovative technologies and at identifying, preventing and fighting against negative behaviors towards LGBT people.

Direct beneficiaries of the project actions are students aged between 16 and 18 attending the schools involved, the teachers and key staff of the third sector organizations as well as a wider network of stakeholders composed of families, decision-makers, local communities and private companies. More specifically, 41 students and 8 teachers from Liceo Scientifico Salvemini of Bari had the opportunity to take part to the mobilities in the Netherlands and in Spain (9 students will participate in both the mobilities).