



Promoting Rights, Inclusion, Diversity and Education

Toolkit for trainers in non formal education and activists promoting rights, inclusion, diversity and education MAGNET, 2020 www.magnet.house

Editorial Board:

Jelena Ristić, MAGNET Jelisaveta Jovanović, MAGNET

Authors

PolyxeniKoutentaki, CIA, trainer Nadja Duhaček, MAGNET, trainer

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All the photos and postersused in this publication were created during the activities of the P.R.I.D:E. project and present the work of the project participants.or are freely offered online on free stock photos, respecting the copyright of the authors. They were selected with high regard to the privacy and safeguarding of the youth workers and young LGBTQ+ people they worked with.

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Foreword

Being a human rights activist, a gender equality advocate, a feminist, an actor of social change, a non formal education trainer are many times seen as different identities.

It is a rare opportunity when people carrying these identities as multiple levels of one solid personality meet together and create a community of trust.

In such occasion one feels a deep sense of completion, of safety and extraordinary power!

This is the power that feeds us and gives us strength to keep on fighting for a just and inclusive world.

P.R.I.DE project, supported by the European Commission under the Erasmus Plus Programme, was a moment where this power-generating processhappened and it was STELLAR!



Polixeny Koutentaki

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1. About P.R.I.D.E.

The project P.R.I.D.E. (Promoting Rights, Identity, Diversity and Education) was implemented by the organization Magnet from Serbia together with another 7 partner organizations from Europe, and supported by Tempus Foundation, National Agency of European Commission in Serbia for the Erasmus+ programme in 2020.

Project aimed to contribute to the effort of citizens and civil society organizations from Western Balkans, Southern and Western Europe to address the needs of young LGBTQ+ people sustainably and with highly developed competences and decrease bias and discrimination towards them. **Specific objectives** of the project were to build a set of specific competencies of 24 youth workers from 7 countries in Western Balkans, Southern and Western Europe for becoming trainers in non formal education with focus on the needs of young LGBTQ+ people.

Main activities on the project were the international training for trainers (16-24 February 2020) and follow up activities in local communities, which set the 24 youth workerson a jurney to become trainers in non formal education, with the special focus on the topics related to the target group of young LGBTQ+ people (gender equality & fight against sexism and social inclusion), able to autonomously run training sessions – which is exactly what they did in their follow-ups with XXX young LGBTQ+ people!

COVID-19 outbreak meant adapting the follow-up activities to a new, online context. It took creativity and enthusiasm, along with the gained knowledge of non formal education, to run online sessions and campaigns in order to reach the set aim of P.R.I.D.E. Continue reading to see how.

2. What and who is this Toolkit for

This toolkit was created for all those searching for inspiration in youth work with LGBTQ+ young people – youth workers, trainers, activists, whether it is for a training, seminar, youth exchange, local youth work, campaign. Because of the specific context of COVID-19 pandemic, it may inspire both online and offline activities.

It contains highlighted sessions from the P.R.I.D.E. training for trainers and an overview of follow-up activities done by the trainees in their communities.



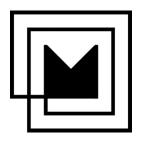
3. Who developed the P.R.I.D.E. project

MAGNET is a civil society organization based in Serbia, the coordinator of the consortium of partners around the project P.R.I.D.E. in 2020.P.R.I.D.E. is a follow up of the project that was implemented by the Romanian organization Go Free in 2018. Both aimed to develop the competencies of youth workers to be able to work with young LQBTQ+ members, while the second project went further offering a training for trainers and mentorship to young trainees with opportunities to put gained knowledge into practice.

<u>MAGNET</u> as a Movement for Accessibility Global Networking and Education recognizes the need for social inclusion and tries to raise awareness on different topics with an aim to involve marginalized groups.

Magnet is non-governmental, non-profit, association with a vision of a society that understands cultural diversity as a wealth, linking generations within and beyond borders. MAGNET is established in 2017 with an aim of achieving goals in the area of education of the citizens about intercultural understanding, but also in the area of active participation of youth in innovative non formal education programs, as well as programs of international activism and networking.

As MAGNET believes in active participation, critical thinking and freedom of expression we created, and are still creating space for all of those who are interested to join us to create, explore, and develop guidelines and frames, bring on board ideas, while developing new organization which will fully be dedicated to education without restrictions or restrains set up by boards, donors, organizations or networks. By establishing Pool of Educators and Trainers f MAGNET (POETs), we gathered people with innovative ideas, and who are ready to put their ideas into actions, by following the basic values of MAGNET – inclusion, equality, interculturality, respect of human rights, and promotion of access to education. POETs are sixteen people from ten countries that are ready to offer their expertise in order to contribute to development of MAGNET through networking, sharing information and knowledge, promotion and raising of the visibility, development and management of the projects. Through our projects, we are trying to enrich this network, to include new people and to provide them space for engagement.



MAGNET - Movement for Accessibility, Global Networking, Education and Training

Web: www.magnet.house
Instagram: magnet.house
Tel: +381631050505

Address: DositejaObradovica 34, VelikiGaj, Serbia

4. Who joined P.R.I.D.E. - partner organizations

Project P.R.I.D.E. is implemented by MAGNET in partnership with another 7 European organizations.







<u>Lesbian Organization</u> Rlieka



Arciragazzi Portici



Go Free



<u>Center for Intercultural</u> <u>Dialogue</u>





<u>Lingue de l'enseignement Nouvelle-</u> Aquitaine

5. Who was P.R.I.D.E. designed for

The 24 participants of PRIDE were a diverse group of young activists, educators and researchers from eight European countries.

The diversity of the group in this context mainly refers to two important aspects of their experience and knowledge. In regard to non-formal education (NFE); some are beginners, while others have significant experience. Equally importantly, while some of the participants have been active in LGBTIQ+ organizations and have extensive experience and knowledge regarding gender and sexuality, others have only some passing knowledge, and there are a few complete beginners.

Some of the participants expressed discomfort and anxiety regarding these differences among them. They were concerned that the training would be either too hard to follow, or that it would not be useful to their level of knowledge. The initial response of the facilitators was to ask them for patience and trust, and to try and see the diversity of the group as a positive trait. We asked them to consider other participants as partners in the process of learning and initiating change, on a personal level, as well as on the level of the group. This approach was successful and by the end of the training, the group found a very good balance between providing challenges for members and letting them grow, while simultaneously providing care and support.

Moreover, where they shined were their local follow-up activities, where they practiced what they had learned during the training.



6. Training for trainers

The training for trainers happened between XX and XX in Magnet House, in Veliki Gaj (Serbia).

Magnet House, educational center managed by MAGNET, is designed for the needs of civil society organizations by people from the civil society. It gathers people who believe in free lifelong non formal education, available to everyone, as well as in learning by doing, which fosters development of the all society.

The atmosphere of Magnet House contributed to the training of youth workers, as it is one of only two non-profit educational centers for civil society in Serbia.

EVERYTHING IN ONE PLACE

FOR EDUCATIONAL ACTIVITIES, ACCOMMODATION, HEALTHY MEALS, FREE TIME ACTIVITIES FOR GROUPS UP TO 35 PEOPLE

WHAT MAKES US UNIQUE

DESIGNED BY EDUCATORS FOR EDUCATORS

INTERACTIVE WORKING SPACE, GREAT CONDITIONS FOR OUTDOOR ACTIVITIES, EQUIPPED FOR THE CIVIL SOCIETY NEEDS, RICH LIBRARY "THE GOAL OF EDUCATION IS NOT KNOWING THE FACTS, BUT UNDERSTANDING THE VALUES"

CONTEXT

BASED ON PRINCIPLES OF SUSTAINABLE
DEVELOPMENT AND SOCIAL ENTREPRENEURSHIP:
EMPLOYING THE UNEMPLOYABLE
MIDDLE AGED LOCAL WOMEN
AND CONSUMPTION OF LOCAL PRODUCTS

COOPERATIVE SPACE

FOR EDUCATORS AND ORGANISATIONS OF DIVERSE PROFILE

AIM OF THE TRAINING:

The aim of the training is to build capacities of participants to become trainers in non formal education, to be able to autonomously run workshops and trainings under the topics of gender equality, fight against sexism and social inclusion.

Training objectives:

- deepen the knowledge and understanding and build the capacities of participants in relation to the issues identified as priorities:
 - history of feminism movement and values of feminism today, status of feminism in the world and current debates
 - safe and brave space; the connection of it with the learning process; how to consciously pass from one to another
 - how to verbalize own emotions (identify and express), to recognise the emotions of others and value them, to identify
 the role of emotions in learning processes
 - what is non violent communication and how to practice it when needed
 - what is NFE methodology, specific methods
- introduce the project development theory and put it in practice with the focus on the P.R.I.D.E topics
 - project cycle, project matrix (aim, objectives, results, activities, indicators)
 - case studies
 - inclusive measures, resources management and project consortium, risk factors and management, sustainability
 - how to know if it is worth it impact measurement
- support participants in building their ability to assess the expected impact of their projects on gender equality:
 - how do you put feminist values into your project
 - to what extent their projects open up issues dealt during the training
- Support transversal capacities growth: communication, cooperation, leadership

Methodology and process

The methodology is based on non-formal education, feminist pedagogy and queer theory. For the purposes of this toolkit, we offer a brief overview of their main principles, as well as some resources that can be used for reference and inspiration of future actions.

Non-formal education (NFE) refers to any structured process with clearly defined learning goals, which also aims to uphold a set of values concerning social justice and equality. These pedagogical processes are organized together with participants who often come from disadvantaged or at-risk groups. Finally, there is flexibility when it comes to methods and organization, which is primarily guided by the needs of the participants and knowledge, is not treated as something to be given from an educator to learners. Rather, knowledge is based on and tied to lived experience, and it is therefore shared and created by the group. For further information, see:

https://infed.org/what-is-non-formal-education/

https://www.coe.int/en/web/european-youth-foundation/definitions

Feminist pedagogyrefers to a way to imagine and organize education which resists reproducing a hierarchy between educators and those who are learning. Since it is based on feminist theory and the work of women's activist groups, feminist pedagogy places considerable importance on the experience of learners. Additionally, feminist pedagogy aims to create a space for transformative learning for groups and communities, with a view to contributing to social change. Historically, issues of sex, gender and sexuality have been avoided to formal education or discussed from a harmful patriarchal and homophobic perspective. Feminist pedagogy seeks to provide spaces in both formal and non-formal education where these issues can be discussed in a safe way which empowers all participants regardless of their gender identity or sexual orientation. For further information see:

http://www.genderandeducation.com/issues/feminist-pedagogy/

bell, hooks. Teaching to Transgress, 1994.

Queer theory is a critical approach to sexuality and gender, which aims to question the assumption that gay and lesbian identities are natural and fixed. According to this framework, gender and sexuality are seen as a performative practice which is socially constructed, fluid and plural. In that sense, attention is drawn to the people and groups which do not neatly fit into conventional categories. When connected to pedagogical work, queer theory is useful for working with issues surrounding sexuality, body issues, pleasure, violence, and many others. In terms of practical approaches to youth work with LGBTIQ+ please see:

https://www.iglyo.com/resource/guides/

List for further readingand watching:

COMPASS - Manual for Human Right Education With Young People (Council of Europe)

https://www.coe.int/en/web/compass

Compasito (for children)

https://www.coe.int/en/web/youth/manuals-and-handbooks

Gender Matters, a manual for Gender issues and Gender Based Violence (GBV)

http://www.eycb.coe.int/gendermatters/

ETS Competence Model for Youth Workers to Work Internationally

https://www.salto-youth.net/rc/training-and-cooperation/tc-rc-nanetworktcs/youthworkers-competence-model/

Run like a girl

https://www.youtube.com/watch?v=XjJQBjWYDTs

Draw a fire fighter

https://www.youtube.com/watch?v=qv8VZVP5csA

Equal job..

https://www.facebook.com/finansforbundetNO/videos/10156793637468273/

Chase my dreams

https://www.youtube.com/watch?v=ClKMIr3WpjY

The danger of the single story

https://www.ted.com/talks/chimamanda adichie the danger of a single story?language=en

Real beauty

https://www.youtube.com/watch?v=XpaOjMXyJGk

The mask you live in

https://www.youtube.com/watch?v=hc45-ptHMxo

The clitoris

https://www.boredpanda.com/le-clitoris-documentary-lori-malepart-traversy/?utm_source=google&utm_medium=organic&utm_campaign=organic

Cold star

https://www.youtube.com/watch?v=zPaF7UWosgk

The knife

https://www.youtube.com/watch?v=gKhjaGRhIYU

The First Sparks of Romani LGBTQ

https://www.researchgate.net/publication/322791064 The First Sparks of Romani LGBTQ

Mirror Mirror on the Wall: Breaking Gender Stereotypes in Youth Work

https://www.salto-youth.net/downloads/toolbox tool download-file-2226/Mirror%20Mirror%20Manual.pdf

The Ashgate ResearchCompanion to Lesbian andGay Activism

https://www.bookdepository.com/Ashgate-Research-Companion-Lesbian-Gay-Activism-Dr-David-Paternotte/9781409457091?pdg=dsa-19959388920:cmp-8862937091:adg-86528077382:crv-411135277650:pos-:dev-c&gclid=CjwKCAjw34n5BRA9EiwA2u9k3z5CfLvHqs5iqFbcxGP-bVSSApYa0DQ-wd37pGcJpcxP0b0dawmYWRoCfcUQAvD_BwE

Handbookon monitoring andreportinghomophobicandtransphobicincidents

https://www.ilga-europe.org/sites/default/files/Attachments/handbook monitoring reporting homo-transphobic crimes.pdf

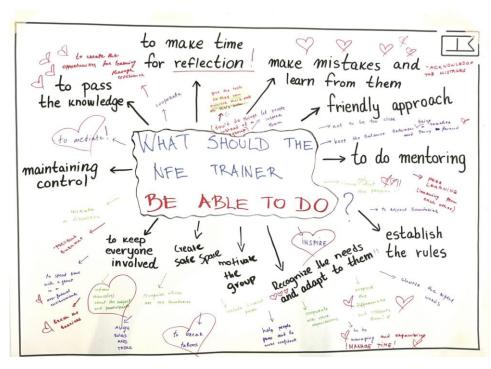
TheCombaheeRiverCollectiveStatement

https://americanstudies.yale.edu/sites/default/files/files/Keyword%20Coalition Readings.pdf

Description of selected workshops

The participants singled these out as most impactful and useful during the training, while the trainers have used them over the years in transformative educational processes, and recommend them wholeheartedly.

In the following paragraphs, we are going to describe each method shortly. Also, we will provide some notes on the way we modified and used these methods during PRIDE. Finally, we will provide links for further descriptions of these specific methods, or rather, for variations of them, as they can be used in many different ways depending on the group with which you are working and the specific topic.





(1) Take a step forward

The method consists of asking the participants to stand in one straight line, next to each other. Each participant is given a piece of paper with a short description of the role (identity) they are going to "play" during the exercise, with a clear instruction that they should not discuss their identity with others. They have some time to imagine the life of that person, their childhood, the difficulties they have faced, the good memories, the choices they have made, etc. Each identity clearly describes certain characteristics which can be likely reasons for a person to face discrimination or to incur privileges in our current society. After sufficient time, the facilitator starts reading sentences about ordinary events in one's life (for example, "You can afford housing" or "You had access to higher education"), and if the answer is yes, the participants should take one step forward. In that way, as the sentences from the facilitator are spoken, social differences become more visible. After about 20 sentences, the participants are asked to take a look around and see their own position and the position of others. The facilitator then asks them a series of questions, in order to prompt reflection and debate. The first question is about how they felt regarding their physical position in relation to others; how did they respond to particular questions; what is the overall meaning and relevance of the exercise.

Each identity paper contained explicit information about the sexual orientation and gender identity for that "role". This directly leds to a discussion among participants about sexuality and ways in which patriarchal and heteronormative society systematically cause social exclusion and discrimination. As in many other cases, during such workshops, some participants clearly connected personal experiences to larger social patterns, while others expressed disagreement, and talked about doubt, and asked for examples, asked for more information. Equally importantly, the various identity markers connected to class, race, physical ability also provided a space to talk about an intersectional approach to understanding social relations.

This exercise was done on the first day. Therefore, it partially served as a space for participants to get to know each other. During the discussion, some of the participants remarked on their surprise that it was put in the training at such an early point. Facilitators explained that the behavior of participants, and the discussion at the end of the exercise would be different if it had been done at a later stage; but as this was a training for trainers, there was an expectation that the participants could handle the challenge. Also, experimentation is part of the process, and this was a way for the group to start to build trust and see each other as a learning and caring community.

For a more detailed description of this method, see:

https://www.coe.int/en/web/compass/take-a-step-forward#instructions

(2) Moving debate

Four corners of the room were marked with large papers, with sentences:

"I know nothing" "I have learned something"

"I know a lot" "I know everything I need"

Participants were asked to stand next to the paper that best reflects their level of experience and knowledge regarding a specific topic. At least one person from each group was asked to comment on why they chose their position. As certain terms were discussed and clarified, participants chose to change their position, and to "map" possible goals for areas in which they plan to improve their level of knowledge during the training. However, due to time limitations, many topics were simply "opened up" and left for further discussion at a later time.

On day 4, participants presented sessions which they had previously created. In these sessions, two groups chose to use the "Moving debate" method, in its more usual form. There were two papers on each side of the room, "Agree" and "Disagree" and the facilitators read statements such as "Only women can wear high heels" or "Men should be consulted during the decision about abortion". First, the group would physically divide according to their opinion, and then the facilitator would ask at least one participant from each group to explain why they chose the position.

The discussion regarding high heels was particularly interesting. One participant, who rarely spoke in front of the whole group, chose to stand alone and defend (the obviously) unpopular opinion that only women can wear high heels. After several participants from the other group stated their argument, she still chose to stand by her initial opinion. From a certain point of view – the majority of the group was defending the freedom of any person to wear (or choose) any kind of shoe (or clothes, or express themselves in any way); however, this exercise also brought the entire group back to reality, to the fact that changing the way we think is difficult. It is a process, and sometimes, it is important to show patience, as some participants need time and understanding, rather than pressure, even if the answer seems "right", and as facilitators, we might be tempted to rush on to the next topic.

For another in-depth description of this method, see:

https://creativitytoolkitsite.wordpress.com/2016/04/30/energiser-moving-debate/

(3) Fishbowl

This is a method for facilitating a discussion in a large group, which allows participants to practice public speaking, to practice formulating and defending an argument. Most importantly, the participants practice listening to the various arguments and to each other. The rules of fishbowl are simple. Only the people who sit in two or three designated chairs are allowed to speak, and they are invited to speak about the topic which they draw from a hat. For this session, the hat had the following topics:

Homophobes are people too.

Being gay is a choice.

Sex education can be in schools, but LGBT topics are too confusing for children and teenagers.

Being gay is a phase. It will pass.

All lesbians have short hair.

Homosexuality is caused by childhood trauma and abuse.

In every lesbian couple, there is a butch and a femme.

Two gay men cannot raise a healthy and happy child.

LGBT rights are ok, but why do they need a Parade?

Homosexuality is not natural.

When other participants want to speak, they need to stand up, and walk to one of the designated chairs, tap on the back of one of the people, and replace them. There is no limit on how many times these changes can happen, but each speaker should finish their sentence before leaving the chair. The facilitator should encourage participants who have not spoken to try.

The topics were serious, and all the participants were engaged both intellectually and emotionally. However, as they became more familiar with the method, one could also see a playful quality in their approach to the "chair". They were taking on the role of a speaker who was convincing an audience of their position, expressing an opinion and placing the argument in a clear social, even political context. Importantly, this method was used at the end of the day, when energy was already nearing a limit for the group. However, this discussion was a good way to bring the day to a satisfactory end.

For variations of this method, see:

https://www.tolerance.org/classroom-resources/teaching-strategies/community-inquiry/fishbowl#:~:text=Fishbowl%20is%20a%20strategy%20for,the%20discussion%20and%20take%20notes.

https://www.unicef.org/knowledge-exchange/files/Fishbowl_production.pdf

https://drive.google.com/file/d/1V57Fj2yvx-KJwl6q8Dm0x3rQJ7CAF-4N/view?usp=sharing

7. Follow up activities of young trainees in their communities

Activity/tool/meth	
od	Description
Skype World Caffe	Choose a few topics to be discussed. There should be more than one facilitator – one for each chosen topic. After a brief presentation of one topic, participants should be invited to join the discussion and to share their views, opinions and experiences. Facilitators should invite participants to prepare coffee or tea before session and to enjoy it while workshop. Facilitators should take notes from each topic that is discussed, and at the end one by one facilitator will make short wrap up of what was said during discussion.
Creating online content	In pairs, groups or individually you will create some online content – video, text, infographic with some interesting statistics, Prezi/Powerpoint presentation etc. Final outcome will be shared on social networks.
Webinar	Online webinar on chosen topic related to LQBTQ+ rights. Webinar should be 45 minutes to one hour long. Aim is to offer new information to the participant. Webinar should be well prepared, followed by power point presentation if needed. Person who is facilitating webinar should be well informed, up to date with fresh statistics and information. At the end, there should be left time for questions. Afterwards, the presentation, if used, should be shared with the participants.
Panel discussion	Online panel discussion on chosen topic, using some of the available tools for online conferencing (Zoom, Skype, Facebook). Few speakers are invited, while facilitator will moderate discussion. Aim is to share different views, opinions and perspectives, while there is given space for questions of the participants at the end of discussion. One person is supposed to facilitate a webinar, to pose questions and invite others to involve in the discussion.
P.R.I.D.E. Talk on Ig TV	Live video on Instagram TV, where chosen, relevant speaker(s) will share thoughts, opinions and experiences, inviting participants to share their views in comments, and later on referring and answering to them.
Podcast	Audio discussion, that can be streamed live and will be available for downloading and sharing later on.
Case study	Choosing certain case study from area of LGBTQ+ rights and discussing it online.
Interview	Participants can do an interview (written or video) with person relevant in area of the LGBTQ+ rights. Interview will be shared on social networks and websites of Magnet and partner organization(s).

10 online activities and twoworkshop were done, that involved more than 100 people directly and more than 1000 people indirectly (reach and views on the social networks). All activities are grouped in three bigger groups - promotional campaigns, question & answer sessions and online discussions.

Promotional campaigns

Main aim of this type of activities was to raise awareness on certain topic(s), and to point out the importance of concrete issues. Within this group, the best example is activity done by Greek participants. Since many Pride events world wide were canceled due to covid19 pandemic, participants from Greece used the opportunity to create video that was used to promote and celebrate Pride events, and to raise awareness of importance to discuss on this topic even during world pandemic. They invited other people to share short video or to create short video or take pictures and creatively express what PRIDE means to them. After gathering inputs, they created a short video that was shared on social networks. Video is available on this link. So far the video was seen by 100 people on YouTube, and by more than 1000 people on other social networks. This campaign turned out to be great activity, because it involved not only people from Greene, but from whole Europe and allowed them to share their feelings and emotions, which gave personal touch to the whole thing. Another aspect is that video is online, meaning that it is available to broad public and it can be used later on as an example of a good rising awareness campaign.



Q&A sessions

This group of the follow up activities was done with an aim of further deepening knowledge on a certain topic. The best example is Q&A session done by a Portuguese participant that invited member of LGBTQ+ community to answer series of questions on Initial historical contextualization of LGBTQl+ political movement, current challenges for LGBTQl+ people in society and health services, absence of LGBTl+ support system in smaller cities/villages. Focus was put on the situation in Portugal, and talk was streamed live on Instagram so people could join and follow session in a real time. At the end of the session there was time left for questions of the participants. This activity was done on the International Day Against Homophobia, Biphobia and Transphobia, so this occasion is used in the best possible way to promote activity and to involve more people.



Online discussions

Objective was to inform and educate participants, but also to open space for discussion on a chosen topic. An example for this group of activities is online discussion done by participants from North Macedonia done through Zoom platform. Topic of the webinar was

"Do you ask for a consent for sex?"

During the webinar a PowerPoint presentation was used. At the beginning some basic terms were explained in order to make sure that all participants in the discussion have common ground. Later on floor was given to the participants to share their experiences and to discuss different perspectives. One person from the trainers team was in charge of moderating discussion.

This type of activities are good for gathering new views and perspectives, while at the same time offering common

ground and mutual understanding.

10 people joined the webinar.



Tips and tricks for organizing online activity

Organization of the online workshops is much different from organizing face to face workshops. There are few potential challenges.

Challenge No 1 – Number of participants – unlikely with face to face workshops, for online activities it is hard to foreseen how many participants will attend. If activity that is planned to be done is suitable for certain number of participants, this should be stated in call for participants. In order to limit number of participants at the online workshops, online application form should be done. In this way, only people who apply for workshop will receive code for attending online webinar. On the other hand, there can occur problem of to little participants. This could also be prevented by using online application form. In this way it is possible to track number of people that applied, and in case that number of participant is not sufficient, additional promotion can be done.

Challenge No 2 – Time of the activity – Another important thing to pay attention is time when activity will be scheduled. Depending on focus group activity should be carefully scheduled. For example if workshop is intended to highschool students, that are finishing with classes until 1 pm, activity can be scheduled for an early afternoon, which is not case with university students or working people.

Challenge No 3 – Facilitation – Facilitating online workshop much differs from facilitating face to face activity. Larger number of participants and lacking of personal contact, can be challenging. Good idea is to have more than one facilitator, so while one is speaking, the other can pay write down comments and questions that occur, in order to address them later.

Challenge No 4 – Participants are leaving during activity – Tools for online activities such as Zoom for example, allow participants to leave discussion any time. In order to prevent this, it should highlight in call for participants that people who apply should follow activity until the end. This should be mentioned again at the beginning of the activity. From the other side, if some participants leave anyway, this should not be taken personally – internet is fast media, people often use social networks for light entertainment, so it is okay if they leave discussion earlier.

8. Conclusions

This short toolkit contains several practical methods for educational activities regarding LGBTIQ+ rights. However, the most important ingredient in this work is establishing trust among the members of the group, and finding a balance between challenging the group to embark on a transformative process and taking care of various members of the group along the way. During PRIDE, in February 2020, at Magnet house, the mixture of brave and willing participants, and experienced trainers brought about a success. Although there are no guarantees in NFE, here are a few tips and tricks to increase the probability that an activity or a training that you organize will go well.

Preparation

The first step is communication with partner organizations, or individual participants that you contact. It is important to establish the goal of the activity or training that you are organizing. What kind of previous experience or knowledge are the participants coming with? What can you offer them? Do they belong to a vulnerable group? If they need support that you cannot offer, can you refer them to someone who can? Our advice, when it comes to managing expectations is to try and communicate as precisely as you can the possibilities and the limitations of the activity you are organizing. (This refers to both logistical issues, as well as, to the content of training or activity.)

Adaptation

After many months of careful emails, last-minute emails, and skype meetings, the activity finally begins. The lesson from PRIDE is that groups of learners appreciate being heard. In a modern busy context, the simple act of listening to people in a room, rather than following a previously set timetable, can produce wonders. The aims (in this instance teaching a group of people how to organize an educational activity about LGBTIQ+ rights) remains the same. However, it is crucial to be flexible and to show that flexibility and patience to the group.

What should a trainer pay attention to?

Perhaps, the most important issue for a trainer is time. It is important to keep track of available time and the size of the group. In the beginning, that means, giving clear instructions (usually both verbally, and written down on a flip-chart or individual pieces of paper if participants are broken down into smaller groups). As a discussion develops, it is important to keep track if some participants taking up all the time, while others cannot express themselves; and to respond in order to correct this. During a good session, time will go by quickly. It can be helpful to keep written reminders of the points the facilitator wants to make in wrapping up the discussion and providing some possible concluding marks.

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